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ABSTRACT

This document consists of four consecutive annual reports of the Hawaii State Tourism Training Council (TTC) to the Governor of Hawaii. The 1990 report examines a study done in 1989 to assess career advancement opportunities for native Hawaiians in the hotel industry. The study, which was based on a literature review and two rounds of key informant interviews, indicated that native Hawaiian managers are still underrepresented in Hawaii's hotel industry. The Hawaii state legislature appropriated funds to provide tourism training to 177 participants in a pilot series of professional seminars called the School of Travel Industry Management. (TIM). A 6-year action plan for TIM and 16 program improvement recommendations were also developed. The 1991 report looks at a study that assessed training needs at Honolulu International Airport (HIA). In general, most of the airport's employees were found to need training in public relations, safety, control of substance abuse, literacy, foreign language brush-up, and career upgrade. A second study examined the in-house training dimension in Hawaii's visitor industry. The study findings were analyzed, and specific recommendations were developed. The 1992 report examines the role of retail salespeople in Hawaii's visitor industry. The TTC also conducted a survey to identify human resource management training programs in Hawaii's visitor sector. The 1993 report examines the way Hawaii's TTC continues to address the human resource component in economic development and to improve career development and employment opportunities for workers in Hawaii's visitor industry. The TTC issued 8 recommendations for improving tourism training in Hawaii and 26 guidelines for addressing the tourism training needs identified by TTC studies. (MN)

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1990 REPORT TO THE GOVERNOR ON TOURISM TRAINING

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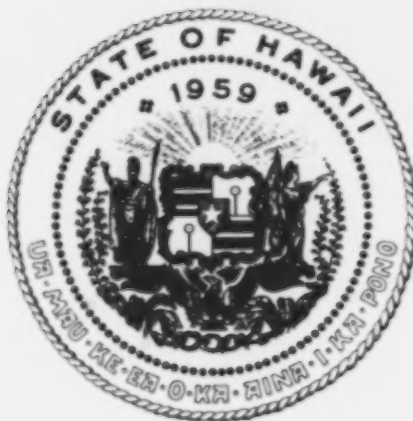
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TOURISM TRAINING COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

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1990 REPORT TO THE GOVERNOR ON TOURISM TRAINING



GOVERNOR JOHN WAIHEE

MARIO R. RAMIL, Director
Department of Labor and Industrial Relations

JUNE 1990

TOURISM TRAINING COUNCIL
Commission on Employment and Human Resources
335 Merchant Street, Suite 354
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Telephone: (808) 548-2630

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Sybil Kyi, Executive Director
Dorothy Bremner
Dean Georgiev
Gloria Chang

ON THE COVER:

Front, left to right:

John De Fries, Special Assistant to the President of Sweeney
Development and VP of Lotus Suites, Inc.;
Sam Choy, Executive Chef at Kona Hilton Hotel;
Denicia Huang, Personnel Director at Hawaii Prince Hotel Waikiki.

Back, clockwise from top:

Maxine Olaguera, Personnel Director at Sheraton Makaha Hotel;
James Cockett, VP and General Manager at Sheraton Maui Hotel;
Joseph Talon, Food & Beverage Director at Maui Prince Hotel;
Myrtle Kim, Executive Housekeeper at Kaanapali Beach Hotel;
Charlton Thomas, VP and General Manager at Sheraton Princess Kaiulani.

STATE TOURISM TRAINING COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

JOHN WAIHEE
GOVERNOR



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COMMISSION ON EMPLOYMENT AND HUMAN RESOURCES

June 1990

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INDUSTRY MANAGEMENT

MARIO R. RAMIL
DIRECTOR
DEPARTMENT OF LABOR
AND INDUSTRIAL RELATIONS
EX-OFFICIO

The Honorable John Waihee
Governor, State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Dear Governor Waihee:

The Tourism Training Council is pleased to submit its 1990 Report to the Governor on Tourism Training which reflects the Council's mission to address the need for an adequate and well-trained workforce for the visitor industry and provide career development and upgrading for visitor industry employees.

This year's report features the findings of a year-long study, "Career Advancement of Native Hawaiians in the Hotel Industry", which examines management practices and education priorities to promote the goal of career advancement for Native Hawaiian people. Funding from Alu Like's Native Hawaiian Vocational Education Program made this project possible.

The chapter on "Expansion of Tourism Training" reports on the legislative initiative to quickly deliver training to fast-growing resort areas. The Council has developed recommendations which can be useful to educational institutions, visitor industry businesses, and private and public agencies in providing direction for future visitor industry related education and training. The summary of all Council goals and projects is found in Table 7 on page 42.

We thank the many individuals and organizations who have assisted the Council in its work.

Aloha,

Clement M Judd Jr
Clement Judd, Chairman
Tourism Training Council

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The contents of the report on The Career Advancement for Native Hawaiians in the Hotel Industry were developed under a grant from the U.S. Department of Education to the Native Hawaiian Vocational Education Program of Alu Like, Inc. However, the contents do not necessarily represent the policy of the Department of Education, nor should the reader assume endorsement by the Federal Government.

CAREER ADVANCEMENT OF NATIVE HAWAIIANS IN THE HOTEL INDUSTRY

INTRODUCTION

With a grant from the Alu Like Native Hawaiian Education Program, the Tourism Training Council (TTC) of the Hawaii State Department of Labor and Industrial Relations was commissioned to do this study in March 1989 to examine career advancement opportunities for Native Hawaiians in the hotel industry. The Council and Alu Like intend that the findings of this study will be used to implement actions which will encourage the greater participation and advancement of Native Hawaiians in hotel careers. Therefore, the Council's recommendations have been transmitted to Alu Like for its consideration. The full report, including the recommendations, is on file with Alu Like.

This study reflects the Council's and Alu Like's interest and concern for greater participation of Native Hawaiians in Hawaii's premiere visitor industry, especially giving it a distinct Island character. The assumption of this study is that this Island character, which is represented by the participation of all Island residents and especially Native Hawaiians, helps to define the image of the hotel industry and the state as a whole to the rest of the world, and should be enhanced. Thus, as important contributors to, and as employees performing the range of jobs in the hotel industry, it is desirable and should be mutually rewarding to both Hawaiians and the industry, that Native Hawaiians benefit from the many opportunities the hotel industry has to offer.

The study's purposes were: first to identify the opportunities available in the managerial ranks of the hotel industry and to examine paths of advancement along with the required training and education; second to identify Native Hawaiians in these positions; third to describe management practices and training gaps which may act as barriers to advancement for Native Hawaiians into hotel mid-management and upper management positions; and fourth to propose recommendations addressed to the management and training areas to encourage the advancement of Native Hawaiians in hotel careers.

The first phase of the study was to identify and analyze career ladders, management practices, and training opportunities in the hotel industry. Surveys of employers and successful Native Hawaiian managers in the hotel industry were conducted to obtain information on the presence of Native Hawaiian managers in the hotel industry, how they achieved their positions and what we can learn from their experiences. The surveys also examined the extent of Native Hawaiian participation in the hotel industry workforce and how Native Hawaiian representation can be increased in the ranks of hotel management.

ORGANIZATION AND ADVANCEMENT OPPORTUNITIES OF THE HOTEL INDUSTRY

Career Paths to Advancement

The career path to becoming a manager can be approached through a variety of occupations. The usual paths are through functional divisions; i.e., rooms, food service, engineering and maintenance, marketing and sales, accounting, personnel and security. Each of these divisions is characterized by a pyramidal structure of organizational hierarchy beginning with entry level positions and topped by division managers or directors.

It is important to note that the path to managerial positions seldom marches up the ranks through first line supervisor to mid-management.¹ Usually managerial talent and ambition are identified early, tested, and leapfrogged over first line supervisor positions to mid-management. This phenomenon is reinforced by the common reluctance of first line supervisors to give up their hourly pay, time and a half pay opportunities, greater free time for a second job or leisure, and, in the case of unionized hotels, union security to become a salaried mid-manager with long hours, fixed pay, and perceived stress.²

Factors Enhancing Career Opportunities in the Hotel Industry

There are factors which tend to provide more opportunities for career advancement in hotels. One is the large size of the present hotel industry in Hawaii which results in more managerial positions. Many openings are available due to expansion in the industry and also due to replacements needs arising from retirement, transfer within the organization, and job shifting.

Another factor is the growth of the industry. Presently the tourism industry is peaking in terms of visitor arrivals; however, selected areas of the state (especially the Kona Coast and South Maui) are still in the process of new hotel construction. These newer hotels are high quality properties which require a larger staff - including managers.

A third factor is the general labor shortage which the State is experiencing. It has led to an increase in available hotel management level positions. The results have been competitive recruitment, higher wages and more movement among hotels by employees. Although a prolonged labor shortage may dampen hotel expansion and bring about measures of labor efficiency in the long run, in the short run, there will continue to be plentiful managerial opportunities.³

Because the labor shortage is national in scope for the hotel industry and stability of hotel management is desirable, hotels in Hawaii are placing increased emphasis on training and hiring island managerial talent. There are many more islanders in the executive level positions compared to seven years ago.⁴ Furthermore, the recruitment of local applicants is reinforced by an emphasis in some quarters on teaching Hawaiian culture and values to employees. This movement is gaining momentum with the recent successes of Project Po'okela at the Kaanapali Beach and Mauna Lani Bay Hotels by the WAIAHA Foundation, and with the commitment by Landmark Suites of America to the Visitor Industry Training and Education Center (VITEC) project on Maui.

Native Hawaiian Manager

Charlton Thomas is the Vice President and General Manager of the Sheraton Princess Kaiulani Hotel; the same hotel where he began his career as a front desk clerk in 1969. In 1971 he began work at the Sheraton Waikiki Hotel in the front office where he gained supervisory experience and advanced to increasingly responsible positions. He left for the mainland in 1978, taking a promotion to resident manager of the Sheraton Townhouse, Los Angeles, becoming its GM a year later. He returned to the islands as GM of the Sheraton Molokai (1980), Sheraton Waikiki (1982), and his current position in 1988.

A Composite of Hotel Industry Occupations

The career paths in the hotel industry are quite diverse in occupational choice, offering a wide variety of jobs and working conditions. People in the industry typically talk about "front of the house" or "back of the house" jobs. These differentiate guest-contact versus non-guest-contact jobs. However, other distinctions can be made; e.g., professional skill oriented versus non-professional skill oriented, line versus staff, outdoor versus indoor, tipping versus non-tipping, salary versus hourly, full-time versus part-time. The point is that there is a variety of occupations and they do contribute to diverse opportunities for individual job seekers.

The Occupational Employment Statistics (OES)⁵ report 3.8% of workers in the lodging industry are in "Managerial and Administrative" occupations and another 4.2% are first line supervisors. The preponderance of food service (34%) and housekeeping (25%) jobs in hotels is obvious in the OES occupational categories shown in Table 1. These same occupations, as well as desk clerks, have the highest turnover due to the high number of transients who apply for these jobs and the "on call" working hours which characterize these jobs.

Table 1

Hotel Occupations

<u>%</u>	<u>Occupations</u>
3.8	Managerial and Administrative
4.2	First line supervisors
5.0	Selected secretarial and general office occupations
1.5	Switchboard operators
3.9	Hotel desk clerks
0.4	Travel clerks
0.1	Computer scientists and related workers
0.1	Engineers
0.2	Electricians
3.3	Mechanics, installers, repairers
2.9	Baggage porters, and bellhops
1.4	Security personnel
25.4	Cleaning and building service occupations
33.9	Food and beverage preparation and service occupations (minus Bartenders)
2.7	Bartenders
1.8	Gardeners and groundskeepers
0.6	Parking lot attendants
0.5	Sales occupations

Source: DLIR, Services Industry, Occupational Employment Statistics, 1984

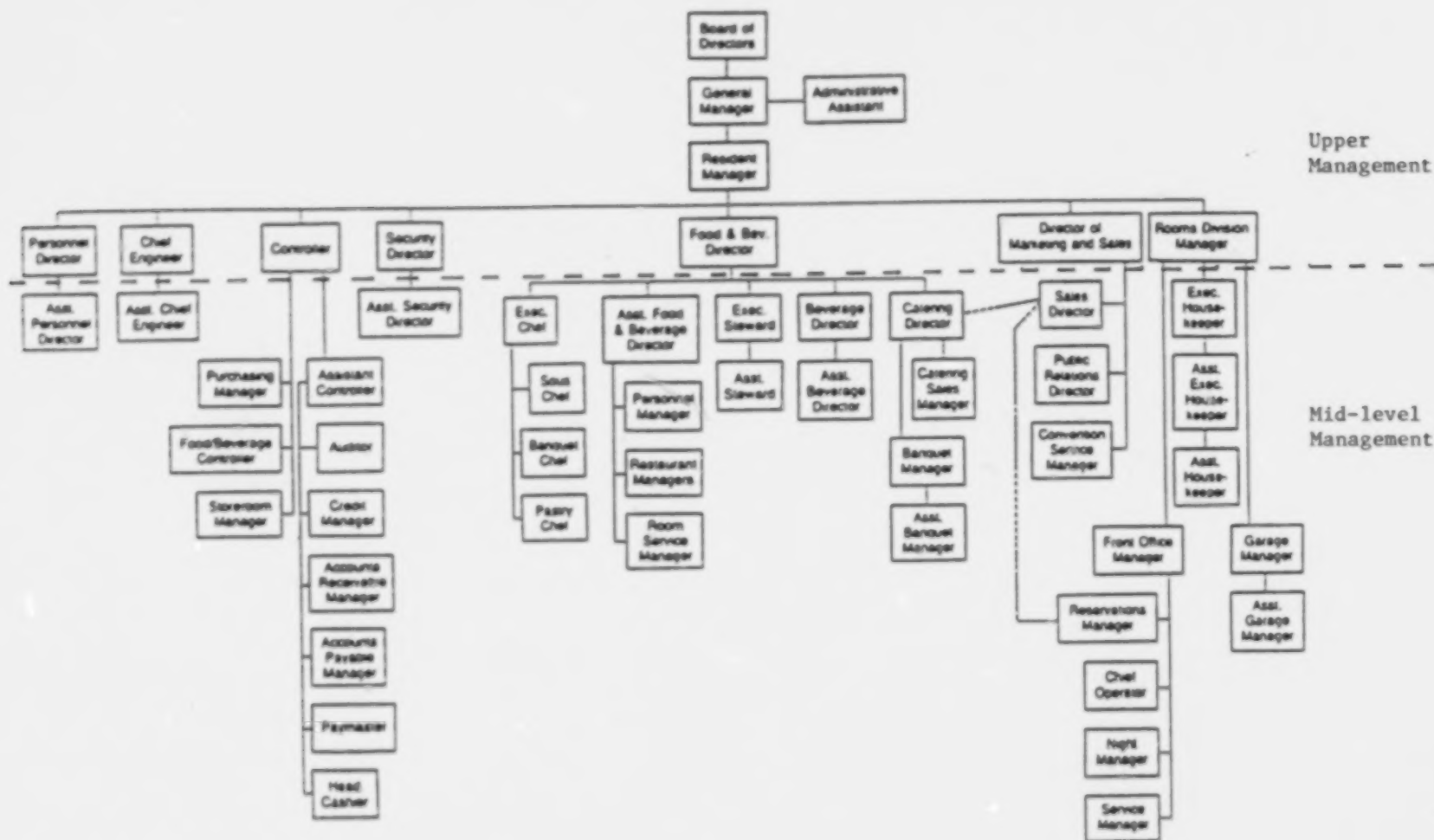
A theoretical management organizational structure is given in Chart 1. Career paths by divisions are shown. This chart is theoretical in that while most large hotels have these occupations within their organizational structure, actual lines of responsibility may vary from the chart. Also, not all of the positions illustrated will necessarily be present in a given hotel, and other positions may not be shown.

Almost all of the hotels have an Executive Committee made up of the General Manager, the Second Senior Position, the Controller, the Director of Marketing and Sales, the Chief Engineer, the Personnel Director, and the Rooms Manager or the Front Office Manager.

Although the importance of specific positions varies by property (for example at Sheraton Makaha, the Golf Operations Manager is part of the Executive Committee), every hotel has an Executive Committee which corresponds to the "upper management" label on Chart 1. "Mid-level management" labels the other managerial occupations of this study.

CHART 1

Hotel Management Organizational Structure



Source: Adapted from Lattin, Gerald, The Lodging and Food Service Industry, 1985, P. 73

Hotel Occupational Ladder

Chart 2

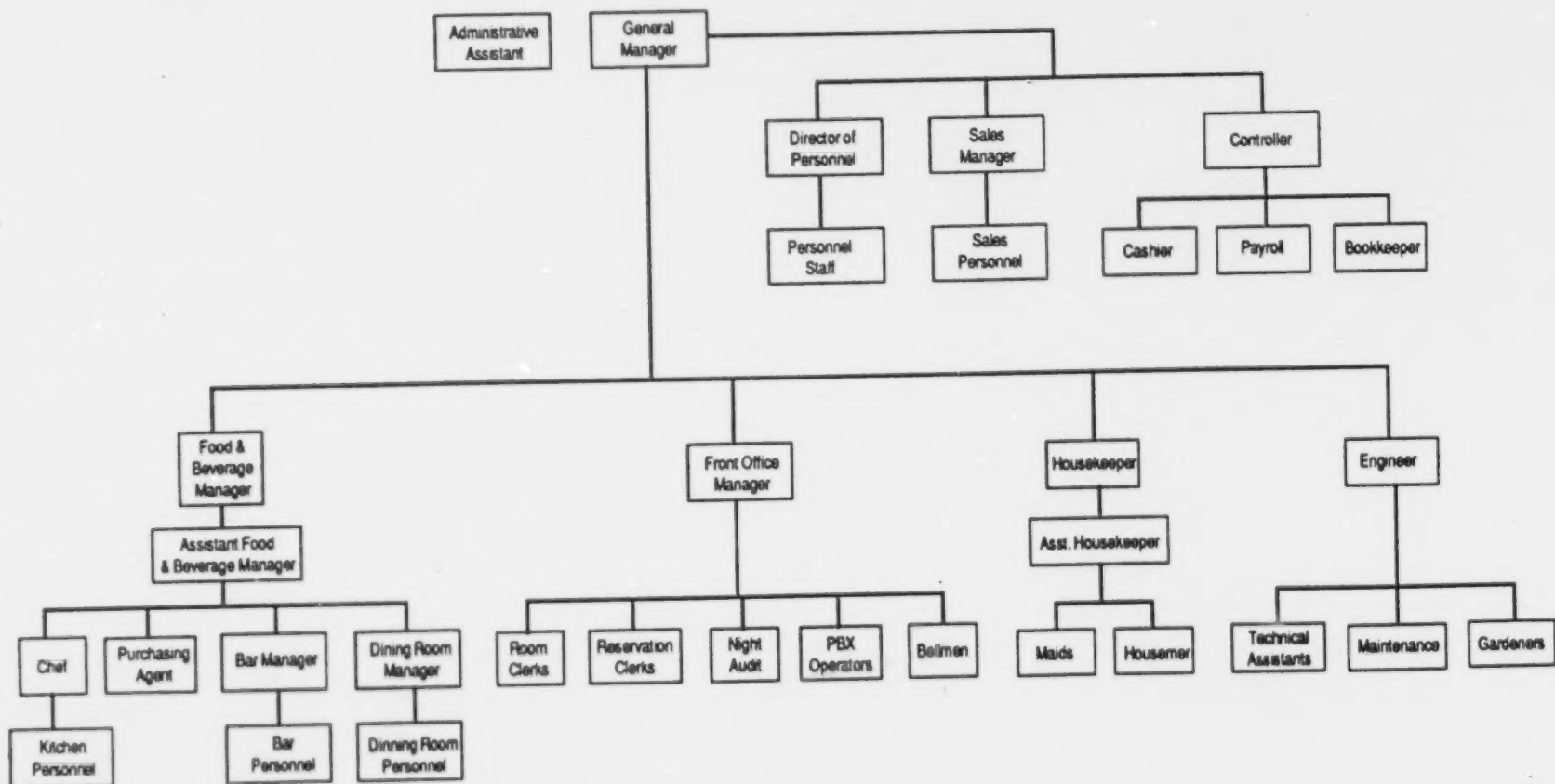


Table 2

Description Of Hotel Occupations And Career Advancement

Title	Department	Description	Advancement Opportunity
Assistant Manager	Front Office	Assists General and Resident Managers in discharging their duties. Performs specific assignments on their orders.	Resident Manager
Assistant Housekeeper	House-keeping	Supervises the work of maids and housemen in assigned areas.	Executive Housekeeper
Front Office Manager	Front Office	Acts as liaison between the guest and the hotel for reservations, registration and information.	Assistant Manager
Maitre D'Hotel	Food-service	Supervises the service of the public dining and banquet rooms.	Director of Food and Beverage
Director of Sales	Sales	Sells convention facilities for meetings, banquets and receptions.	Resident Manager
Steward	Food and Beverage	Purchases or supervises the food and beverages for the hotel.	Restaurant Manager
Executive Housekeeper	House-keeping	Supervises all housekeeping personnel in charge of renovation and purchasing of housekeeping supplies.	Supervisor of more than one operation or a corporate position
Catering Manager	Food and Beverage	Sells banquets and supervises banquet service.	Director of Food and Beverage
General Manager	Admini-stration	Supervises all activities within the hotel. Responsible for the coordination of all departments.	Managing Director
Resident Manager	Admini-stration	Takes over for manager in his absence. Usually handles special duties assigned by manager.	General Manager

Source: American Hotel and Motel Association

In addition to Chart 1, the Hawaii Hotel Association published a brochure which reproduces the American Hotel and Motel Association's simplified career ladder for the hotel industry. Along with the organizational diagram (Chart 2) is a table (Table 2) describing the occupations and their advancement opportunities.

Salary and Fringe Benefits

In this study, hotels were asked to share their salary scales for managers. Response was not complete due to several companies' policies against disclosing salary information. The figures obtained are similar to the mean salaries of hotel managers as given in the 1986 Hawaii Hotel and Resort Condominium Executive Compensation Survey Report by Pannell Kerr Forster. (See Table 3 below.)

Fourteen respondents estimated the value of fringe benefits to be a mean of 35% of the salary level for these jobs.

Table 3

<u>Position</u>	<u>Mean Salary in TTC Survey^a</u>	<u>Mean Salary in Pannell Survey^b</u>
1. General Manager (8)	70,100	72,000
2. Second Senior Position (9)	48,900	44,000
3. Food & Beverage Manager (13)	40,100	41,000
4. Assistant Food & Beverage Manager (9)	26,700	26,000
5. Executive Chef (12)	42,500	41,000
6. Catering manager (9)	32,100	26,000
7. Main Dining Room Manager (9)	24,400	23,000
8. Fine Dining Room Manager (9)	26,700	25,000
9. Banquets Manager (9)	26,700	21,000
10. Rooms Manager (7)	31,400	33,000
11. Front Office Manager	26,400	25,000
12. Reservations Manager	23,300	22,500
13. Executive Housekeeper (11)	27,300	24,000
14. Controller (12)	40,000	35,000
15. Assistant Controller (11)	30,000	26,000
16. Purchasing Director (12)	26,700	24,000
17. Personnel Director (12)	32,500	30,000
18. Chief Engineer (12)	35,800	36,000
19. Marketing Director (10)	49,000	42,000
20. Sales Manager (9)	26,700	27,000
21. Security Director (10)	24,000	23,000

^aHotels with average of 543 rooms.

^bHotels with 450-549 rooms.

HOTEL MANAGEMENT PRACTICES AND POLICIES FOR HIRING AND PROMOTION

Most of the policies which hotels use for hiring and promotion emanate from a particular department; e.g., housekeeping, front office. Staffing guides prepared by the managing company determine the number and type of positions the hotel will need under various occupancy rates, seasonal changes, and financial conditions.

Recruitment Procedures

When vacancies occur, the department heads request the personnel director to recruit for the positions. Working supervisors, such as Dining Room Steward, Front Office Working Supervisor, and Housekeeping Working Supervisor, are hourly-paid workers and, in union hotels, are covered by union contracts. The contracts require the employer to post notice of vacancies for three or five calendar days before filling them on a permanent basis. Most hotels post vacancy notices within the property first and if no suitable candidate is found, notices are circulated within the hotel chain. If that step is not successful or if the hotel is independent, advertisements are then placed statewide, followed ultimately by national or international searches.

A similar process applies to most manager positions. However, for executive positions where extensive hotel experience is deemed essential, the recruitment process may begin with a statewide, national, or international search.

The fact that these search policies are so common among hotels implies a recognition of the importance of promoting employees from within the property. Management personnel who have been promoted from within are already familiar with the company, property, and community. According to most of the hotel managers interviewed for this study, in a service oriented industry, these qualifications can save time and money for the hotel in training and education.

Selection Process

Interviews are conducted by the Personnel Manager, the department head, and occasionally, the General Manager. The interviews are usually done separately to get independent assessments of the candidates. Subsequent meetings follow to decide on the final candidate.

Selection of the final candidate is usually made by a committee consisting of the department head, the Personnel Director, and the General Manager (GM) or the GM's representative. The committee may meet formally or informally, but a consensus among the three viewpoints must be achieved before the final selection. For mid-level managers the department heads exert the most influence, while for executive managers, the General Manager's opinion carries the greatest weight. The Personnel Director checks that minimum and desirable qualifications are satisfied.

Promotion Process

All hotels follow set guidelines for the promotion of managers. Evaluation of work performance, employee relations, mastery of technical skills and communication skills are closely examined by supervisors and the promotion committee. Annual or semi-annual evaluations assess motivation, ability, and relationship with staff and peers. Candidates who do well are placed on a "promotables" list, some even on a "fast-track promotables" list; those who do not do well drop out or are skipped over.

An article in the Cornell Hotel and Restaurant Administration Quarterly⁶ describes the characteristics of top managers and the informal process of identifying and promoting them by a typical hotel. The authors break down the process of finding top quality managers through the following steps: (1) the individual must have the inherent qualities of a good manager; (2) the person is able to attract the attention of colleagues through work performances; (3) the person is tested through objective measures (e.g. sales, revenue, or department growth) or through subjective measures (e.g. face-to-face conversations, consensus by other managers); (4) and finally the individual is rewarded with increased responsibilities if acceptance is achieved.

Enlightened companies operate on the premise that every employee should be considered a potential manager and have built "career pathing" into their human resource policies and periodic performance reviews. For every position in a company, specific opportunities for lateral movement or upward advancement are specified. No job is a dead-end. The employer assists employees to plan career growth, including guidance on how to obtain necessary training.

Emphasis on Employee Retention

Some companies go through extraordinary lengths to retain their employees. Improvements in wages and benefits, updating job skills, education for advancement, social activities, and family hiring are some of the ways hotels try to retain their workers. Providing opportunities for promotion is another retention device. The worker shortage atmosphere is contributing to personnel turnover among hotels. Faced with increased competition from neighboring properties, some hotels are embarking on innovative approaches to tap labor sources. The Westin Maui recently began radio advertisements to fill their vacancies, a strategy never before used on the Valley Isle. Some hotels, like the Maui Prince, continue to be guided by the philosophy of promotion from within. Other hotels, like the Kaanapali Beach, take pride in being a close knit, family-oriented company. In connection with this policy, they started a Hawaiian culture and values program which they report resulted in low turnovers, low sick leave rates, and high charitable fund contributions.

Seeking Managers with Broad Experience

When considering someone for hire or promotion into managerial positions, hotels look at experience in a variety of ways, depending on the kinds of managerial positions available and on the characteristics and values stressed at a particular hotel.

Broad experience at different properties is a requirement for most general manager positions. This requires an extensive background at many different hotels to learn and respond to decision-making under a variety of property sizes, styles, and clientele. Usually the resort hotels with many employees and multi-faceted clientele are the ones in need of general managers with such varied experiences.

With department and mid-level managers, however, job performance is not necessarily related to diverse experience. Even more important is the understanding of company policy and standard operating procedures. In cases where the mid-level manager would benefit from training elsewhere, the company would usually send the individual to the site for the length of the session. So transferring to gain experience at other hotels is not usually a requirement for mid-level hotel management, but is nevertheless important on one's resume for long-term career advancement.

The type of hotel and the type of managerial position are also important determinants of where the hotel would look for qualified applicants. Management positions which are likely to involve external searches include the General Manager, the Second Senior Position, the Executive Chef, the Marketing Director, and the Controller. The preference for these positions (as with others) is to find someone from within the property. However, for these jobs, qualifications have a greater weight than anything else.

Hotel types may be classified by quality rating such as American Automobile Association's star rating system, by types of clientele, by the ownership or management structure of the hotel (whether it is independent or part of a chain), or by the traditional nature of the service. Quality rating affects hiring by a hotel in that five-star hotels tend to look to international or mainland sources more readily for executive positions because they are committed to get the best personnel world-wide. Those hired tend to have hotel experience with highly rated hotels and diverse cultures.

Native Hawaiian Manager

Mr. Joseph Talon, Food and Beverage Director at the Maui Prince Hotel, began his food service career as a waiter for banquets with the Maui Inter-Continental Hotel. The chain sent him to its corporate training school in the Republic of Colombia and he returned to Maui Inter-Continental as Catering Manager in 1982. He spent two years on the mainland, as Assistant Catering Manager at the San Diego Inter-Continental and Director of Catering at Hilton Head, SC. He took a pay cut to come home as Assistant Food & Beverage Director at the Maui Prince in 1986 and was promoted to Director in 1989.

Native Hawaiian Manager

Mr. John De Fries is the Special Assistant to the President of Sweeney Development (previously known as Landmark Suites), developers of the Embassy Suites Resort, Maui. In addition, he is Vice President of Lotus Suites Inc., a Hawaii Resort Management Company, responsible for the management of the resorts built by Sweeney Development. Mr. De Fries' work history includes construction supervisor, tour director, and hotel sales manager. A long history in management and broad industry experience have prepared him for his current positions.

Characteristics of the clientele being targeted in marketing may call for different skills and experiences and would be reflected in the hiring criteria for managers. If a hotel caters to local residents (e.g., Coco Palms on Kauai or Maui Seaside) the characteristic that a manager be local would be given more weight. On the other hand, hotels may cater to Japanese families (Kona Surf), business travelers (Hyatt Regency Waikoloa), or very high income individuals (Halekulani) and would select managers with experience in those respective areas.

The ownership or management structure of a hotel is another important factor which influences management hiring. All of the hotels in the sample are owned by out-of-state companies and operated by managing companies. The owners often determine the general atmosphere, physical appearance, and targeted clientele, but do not involve themselves in the management operations and hiring decisions.

Independently run hotels (Kaanapali Beach Hotel, Maui Inter-continental Wailea) tend to be more flexible in transfer policy than hotel chains. Because of a variety of property sizes and styles, chain hotels lean toward having their managers gaining experience at the different sites (e.g., Sheraton, Hilton, and Marriott chains.)

Seeking Managers with Knowledge About Hawaii

The managerial philosophy of a hotel (e.g., Kaanapali Beach, Mauna Lani Bay, Coco Palms) is important in how it may address local cultural values and encourage personnel stability. The management philosophy for these hotels is closely related to Hawaiian cultural values for their workers and their guests. This carries over to the hiring of managers with greater weight placed on managers with knowledge of Hawaiian culture and values.

Hotel policies incorporating the knowledge and understanding of Hawaiian culture and values for managers was the subject of a survey question to hotel managers. Even though the majority of hotels (60%) felt that knowledge of the Hawaiian culture is important in hiring managers, most hotels do not have a formal policy of requiring this knowledge at time of hire. In fact, most do not even have a policy stating that this knowledge is desirable in hiring. Usually, the knowledge an applicant possesses about Hawaii is obtained from the

interview process in an informal manner, and the weight that it has in the hiring decision is intangibly assessed. Even for newly arriving managers to Hawaii, 85% of the hotels sampled said they do not have any formal programs to introduce transferring managers to Hawaiian culture and values. Some hotels have "packets" which they provide new managers on the physical, demographic, and social aspects of present day Hawaii. These snapshot overviews are meant only to acquaint the first time manager to Hawaii and not to teach local culture.

Native Hawaiian Manager

Ms. Maxine Olaguera works as Personnel Director at Sheraton Makaha. She began her career in 1967 with the Hawaii State Department of Labor as an Employment Service Specialist. Eighteen years later she entered the hotel industry as a PBX operator at the Princeville Mirage Hotel, moving a year later to the Sheraton Makaha, working as Night Auditor, Income Auditor, Paymaster/Staff Planner, Assistant and Acting Personnel Director until she was promoted to her current position last year.

A minority of respondents to this question mentioned workshops and classes provided by the hotel to teach Hawaiian culture to their employees as evidence of the importance placed on the native culture. The types of classes vary from one hour workshops on playing the ukulele to a series of weekly classes on what constitutes Hawaiian values.

Training for Promotion

On-the-job training (OJT) is the single most significant form of training in any industry. The Native Hawaiian managers claimed OJT was the most rewarding preparation for their current jobs, and 65% of them suggested that even more OJT be incorporated into the training process. The best OJT consists of daily experience and supervision with formal in-house training classes and workshops.

The experience gained while being trained on the job provides the individual with a practical focus of the job's demands and objectives. The rookie manager is subjected to a multitude of situations which require instantaneous decisions, and must choose how to use time most effectively to achieve the objectives of the job. Ultimately he or she is evaluated through the impact on company profits, employee relationships, and departmental growth.

All of the surveyed hotels have formal training programs for manager preparation and skills upgrading. Many have Training Managers to guide on-the-job training, shape formal programs, and sometimes teach classes. The larger hotels offer classes on-site or at regional training centers for the chain. The national chains have elaborate training curricula which cover all aspects of how that chain runs a hotel. Some hotels also send personnel to branch properties to learn how different properties operate. Smaller hotels tend to use the services of the community colleges or private institutions to present their company-sponsored classes. Practically all the hotels employ private firms to present workshops on specific topics.

Hotels provide incentives so employees will take outside training classes. Hotel sponsorship of scholarships or paid tuition for traditional or vocational education courses is emphasized because of its adaptability to individual needs. The employee takes the initiative to identify and improve upon those areas where his/her skills could be enhanced. Then the employer reimburses the tuition after the employee has successfully completed the course. The hotels also post bulletins or send flyers to employees whenever interesting workshops or seminars are offered and allow employees time off to attend pertinent classes.

Internships are an excellent path into managerial positions for the promising student; however, only the very large hotels have viable programs. For the company, these programs are an investment and may involve some risk, as interns are often lured away by other hotels with better job offers. Since many companies are restricting these programs to just one or two interns at any given time, successful applicants have passed a highly selective process involving layers of screening and detailed checking of academic records. At present, 12 students a year from the University of Hawaii, School of Travel Industry Management (TIM School), participate in a special paid internship program with the Hyatt, Hilton, and Halekulani hotels. Also, Hawaii Pacific College (HPC) coordinates with the Hyatt and Sheraton hotels to offer 12 to 15 internships a year to students who are paid and receive college credit for work performed in a variety of hotel job settings.

Native Hawaiian Manager

Ms. Denicia Huang is currently the Personnel Director at the Hawaii Prince Hotel Waikiki. For the last 14 years she has worked as a personnel director including experience at other hotels like the Hawaiian Regent, Prince Kuhio, and Ilikai. Her career began as a secretary in the hotel industry. She broadened her knowledge from the vantage point of the sales and executive offices.

Hotel management trainee programs also offer a newly hired employee or a promising hotel worker the opportunity to gain direct, hands-on managerial training. Hawaii hotels tend to recruit for these trainee candidates from within which is consistent with general management hiring and promotion practices. However, seeking talented recent graduates from schools like the TIM School is a useful alternative for the hotels.

Customization and easy access are the major managerial training needs of hotels. Both the TIM School and the Community Colleges have responded to hotels' requests for management classes only to face low enrollments. This suggests the need for more experimentation on the schools' part to make it easy to learn new managerial skills which can be used right away on the job. On the other hand, it also suggests that hotels can do more to see that their employees participate in the training.

Traditional values-based training is part of a small, but active, movement to introduce programs which emphasize social attitudes and cultural education; e.g., communication skills, people-to-people skills, learning about the Hawaiian, Japanese, Filipino and other cultures. The Tourism, Keeper of the Culture concept by the WAIHA Foundation has some strong advocates among hotels which have targeted the Hawaiiana theme, most notably the Kaanapali Beach and Mauna Lani Bay Hotels. This program revolves around Hawaiian values, which are learned and applied in the work place. Hotel owners, managers, and employees actively work together to define the values and goals for the organization, culminating with a corporate mission statement in a program that emphasizes process over results.

Skeptics say that, while knowledge of Hawaiian culture and values is useful for hotel work, this knowledge cannot be mandated and the aloha spirit is an intangible element which cannot be taught. Moreover, they say the link to individual productivity is still not proven.

Improved productivity was never a goal of Tourism, Keeper of the Culture. Since Kaanapali Beach experienced significant reductions in absenteeism, sick leave abuse, employee turnover, grievances, and workers' compensation, observers are watching to see if individual productivity is a long-term side benefit. Evaluation of these results is still continuing. The WAIHA Foundation is now running its program with two large hotels --- the Hilton Hawaiian Village and the Westin Kauai.

Further, the Visitor Industry Training and Education Center (VITEC) on Maui is starting its own version of culture and values training, building on the premise that knowledge of the host culture increases company productivity. VITEC works through Maui Community College to service the hotels on Maui. It started its culture and values program with the Embassy Suites of Kaanapali (an independent franchise of Landmark Suites of America) partly through a substantial grant from Landmark.

Native Hawaiian Manager

Ms. Myrtle Kim, Executive Housekeeper at the Kaanapali Beach Hotel, began her career at Kaanapali Beach 14 years ago as a PBX (switchboard) operator. In 1983 she moved to housekeeping as Assistant Housekeeper and then gained experience as Supervisor of Laundry, Scheduling, and Guest Servicing before being promoted to her present position in 1988.

On-the-job training has always been important but its significance is greater in a tight labor market and a competitive economy. The strategies used in delivering the training is as important as the curriculum itself. Managers need to maximize on-the-job training at two critical points: 1) the training given by the front-line supervisor or peer worker; and 2) the training given by department heads to cultivate potential managers.

Hotel general managers are responsible for the operations of the property as a whole with certain managers in personnel, training, and/or the departments themselves responsible for specific training. Native Hawaiian employees in particular would benefit from managerial approaches that incorporate Island values and learning styles. Examples of these "cooperative" learning styles are:

- o Group Oriented: Hawaiians cooperate and talk with the group, whereas the Western style is competitive and individualistic. Writing is also emphasized in Western learning.
- o Humbleness: Hawaiians don't question the teacher. This is not inattentiveness or disinterest.
- o Non-verbals: Hawaiians use body language and touching to express themselves as opposed to the Western verbal style and need for private space. This tendency indicates smaller classes and groups may be more appropriate.
- o Hooponopono: Hawaiians sometimes do nothing but observe, think and feel to make decisions, whereas the Western way is to talk it out.¹²

In general, if greater value is placed in education and training curricula and by hotels on the unique Native Hawaiian and Island characteristics, not only should Native Hawaiians find incentives to move up the career ladder, but also management would capitalize on the "Hawaiianess" of the Hawaii vacation experience and successfully manage a multi-cultural workforce.

MANAGERIAL PROFILE

Seeking Well-Qualified Managers

Hotel managers need positive attitudes and ability, according to the surveys conducted for this study. Every employer emphasized attitude as being a highly important characteristic for a manager. They mentioned that attitude, or the motivation or commitment to do a good job, is the overriding characteristic because it is inherent within the applicant. It cannot be taught or obtained like working skills or experience; therefore, it is something which personnel directors look for in the applicants they interview. In many cases, a strong, positive attitude tends to override lack of education or experience.

According to 65% of the employers, even skills are second to attitude as the most important characteristic for advancement. The mean rankings from all of the respondents resulted in the following order with 1 being the most important.

<u>Rank</u>	<u>Characteristic</u>	<u>Mean Rank</u>
(1)	Attitude	1.4
(2)	Skills	2.4
(3)	Experience	2.9
(4)	Education	4.3
(5)	Training	4.4
(6)	Other	5.8

The eight general skills which all managers need to have⁷ are:

- (1) the technical skills which are required for a particular department; e.g. kitchen skills, accounting skills, maintenance skills;
- (2) interpersonal skills which includes the ability to get along with others as well as the ability to lead, motivate, and inspire;
- (3) accountability and responsibility skills which pertain to the relationship between the supervisor and the employee, e.g., the manager must be clear in a leadership role and must exemplify it in actions;
- (4) skill in establishing priorities and in following up on those priorities through action;
- (5) decision-making skills which are vital when faced with a multitude of choices in a constantly changing environment;

- (6) representation skills which include the tasks and performance in representing the hotel before community groups or potential clients;
- (7) vision skills, which are necessary to adapt to changes and to foresee problems and take steps to minimize them; and (8) problem-solving skills, which include logical reasoning as well as a good sense of human nature and behavior.

Native Hawaiian Manager

Sheraton Maui's Vice President and General Manager, Mr. James Cockett started his career 45 years ago as a Honolulu Police Officer. As a Liquor Inspector in the late 40s, he became interested in tourism when inspecting the license establishments, including hotels. He settled on the Bar Manager opportunity at the Moana Hotel. When the Sheraton Corporation bought the hotel, Mr. Cockett continued on in many managerial, sales, catering, and food and beverage positions. Assisting in the opening of the Sheraton Maui in 1963 seasoned him to take over the helm of the Moana and Surfrider Hotels in 1964 as GM. His Sheraton career has been mainly on Oahu, Maui, and for several years in Perth, Australia.

EXPERIENCE OF NATIVE HAWAIIAN MANAGERS IN HAWAII'S HOTEL INDUSTRY

Participation

There is a prevailing opinion that Native Hawaiians tend not to work in the hotel industry or advance into management positions.⁸ Unfortunately this TTC study did not succeed in collecting sufficient data to confirm or deny that view. Another problem encountered in the research was the difficulty in counting Native Hawaiians, the majority of whom are actually a mixture of several ethnic ancestries. For instance, when the 1986 Alu Like study asked employees if they had any Native Hawaiian blood, it also counted those people who, in answering the U.S. 1990 census, may report themselves as some other ethnic designation. Thus, there is strong speculation that the 1986 Alu Like survey may have overstated the number of Native Hawaiians in Hawaii's hotel industry.

With these limitations in mind, hotel occupations by Native Hawaiian ethnicity as determined by the 1986 Alu Like survey are shown in Table 4. Out of 12,499 hotel workers represented in the survey, almost 19% claimed some Native Hawaiian ancestry. This is larger than the percentage of Native Hawaiians in the labor force: 11% of all persons in the labor force in 1987 were Native Hawaiian.⁹ Most of the Hawaiian hotel workers were employed in food service and housekeeping, where the bulk of all hotel workers are employed.

The percentage of Hawaiian managers/officers/first line supervisors in the hotel industry (13% - See Table 4) is higher than the percentage of Hawaiian managers/officers/first line supervisors in all industries (8% in 1980, the latest figures available).¹⁰ It therefore seems as if the hotel industry hires a larger percentage of managers/first line supervisors who are Native Hawaiian than is found in other industries in the state.

But, since 7% of the Hawaiian hotel workers are managers/first line supervisors (See Table 4) and 8% of all hotel workers are managers/first line supervisors, Hawaiians are slightly underrepresented as hotel managers/first line supervisors in comparison to other ethnic groups. Moreover, the 1986 Alu Like study lacked information on Native Hawaiians who hold mid- and upper-management positions; it did not distinguish between first line supervisors and those management positions above supervisory levels which are generally considered "managerial levels" and which was the focus of this TTC study.

The personnel directors interviewed had difficulty estimating how many Native Hawaiians apply for top or mid-level management jobs because, in accordance with equal employment practices, applicants are not asked whether they are Native Hawaiian and it is difficult to visually or by name ascertain those who have and do not have Hawaiian blood. A rough estimate from half of the personnel directors was that one out of every ten applicants for managers' positions are Native Hawaiians.

Table 4

Hotel Occupations
By Total Employed And Native Hawaiian Ethnicity

OCCUPATION	TOTAL POP		HAWAIIAN		PERCENT HAWAIIAN	
	Freq	Percent	Freq	Percent		
Managers/Officers	1146	9.2	150	6.5	13.1	
Clerical, general	784	6.3	196	8.5	25.0	
Switch Oper/Recep	263	2.1	81	3.5	30.8	
Desk clerk	557	4.5	135	5.8	24.2	
Travel clerk	61	0.5	42	1.8	68.9	
System analyst	7	0.1	1	.0	14.3	
Computer programmer	3	.0	1	.0	33.3	
Computer operator	18	0.1	11	0.5	61.1	
Engineer	185	1.5	69	3.0	37.3	
Electrician	19	0.2	0	0.0	0.0	
Bldg. maintenance	391	3.1	82	3.5	21.0	
Bellhops/related	435	3.5	112	4.8	25.7	
Security personnel	294	2.4	97	4.2	33.0	
Doorkeeper	86	0.7	27	1.2	31.4	
Housekeeper Sup	172	1.4	83	3.6	48.3	
Housekeeper	3545	28.4	423	18.2	11.9	
Food service work	4105	32.8	717	30.9	17.5	
Gardener/Grounds	304	2.4	56	2.4	18.4	
Parking Attendant	9	0.1	2	0.1	22.2	
Sales/Store Keepers	54	0.4	16	0.7	29.6	
Bartenders/Cocktail	54	0.4	15	0.7	27.8	
Laborer/Helper	7	0.1	3	0.1	42.9	
TOTAL	SAMPLE	12,499	99.99	2,319	99.99	18.6

Source: Bell, Bella et al., Alu Like, Native Hawaiian Vocational Educational Needs Assessment Report: Phase 1, March 1987

Note: Sample size is 43% of hotel employment.

The most telling statistic to support the view that Native Hawaiian managers are under-represented in Hawaii's hotel industry is that two-thirds of the Native Hawaiian hotel managers said Native Hawaiians do not have very many role models as managers in the hotel industry; therefore, Native Hawaiian youngsters do not envision themselves as being managers.

To encourage native Hawaiians to participate in and benefit from careers in the hotel industry, targeted guidance, counseling and career shadowing activities would be helpful to students to bridge school and workplace experiences. Successful Native Hawaiian managers could be promoted as role models to students through a network or speaker's bureau. The Native Hawaiian managers interviewed for this study have expressed interest in participating in such activities. The speaker's bureau could be publicized through the Hawaii Hotel Association's Adopt-A-School program and through Career Kokua. The Community Colleges could strengthen their business/industry advisory committees and include Native Hawaiians.

Native Hawaiian Manager

Ms. Sharon Kamahale-Toriano works as Training Director at the Mauna Lani Bay Hotel. She has enjoyed a variety of job experiences and acquired skills in management as Head of Dining Receptionists, Dining Room Assistant Manager, Room Service Manager, and Catering and Sales Coordinator.

Another popular venue for career guidance in the visitor industry is the Visitor Industry Education Council's (VIEC) film series, industry information materials, and school presentations. VIEC's videos have a wide audience and may be an effective method for presenting Native Hawaiian and other Island role models to Island youth.

The Ko Olina model, through the West Oahu Employment Corporation, gives stipends/scholarships to residents of Leeward Oahu to gain "mainland" experiences and broadened training which are valued in the hotel industry. These scholarships are given with every intention of hiring local residents to fill a variety of positions, including managerial, at the new Ko Olina resort community.

Effect of Managerial Practices

Two-thirds (68%) of the Native Hawaiian managers who worked their way up the career ladder felt the evaluation and promotion process for managers to be fair and undiscriminatory. They could not recollect encountering any management practices which were barriers to their advancement.

The third (32%) who did cite barriers related their experiences with corporate executives who were reluctant to promote local residents to executive positions because of personality characteristics rather than work performance. These Native Hawaiian managers felt non-local executives are not sensitive to and appreciative of "local" personality traits. An example is that local managers are less aggressive or less outspoken than mainland managers so this hinders their advancement to the top level executive jobs. Some mentioned stereotyping as the cause; others mentioned the inflexibility of a corporate philosophy which looks for a "westernized" manager model who is outspoken, aggressive, and authoritative, rather than the "eastern" model of being reflective and striving for consensus and compromise.¹¹

In the 1989 Native Hawaiian Managers survey, five respondents noted that moving up into the top levels of the corporate administration means transferring to other properties to obtain experiences which the company valued in promotion decisions. It is noteworthy that four of these five managers who regard transferring necessary are general managers and the fifth is a corporate sales executive. Three-fourths of the managers felt that transferring was not a requirement and that experience at one property was more important than a variety of experiences at different properties. All in all, the majority of respondents felt that the transfer policy of hotels was not a hindrance to advancement of Island employees.

Qualifications to Advance

In the survey for this study, 76% of the Native Hawaiian managers credited their career advancement to work habits and personal characteristics.

Further indication of the skills necessary for Native Hawaiians to advance in the hotel industry is reflected by Alu Like's 1986 survey which asked employers what attitudes and work skills are needed at various levels of employment. In that survey, working well with fellow employees ranked far ahead of all the other attitudes for all employment levels (high, middle and low); approximately one-fifth of the employers ranked this as important. (See Table 5) Good judgement, communication skills, and job know-how were the most important work skills for both the high and middle management employment levels (See Table 6), and initiative was another important trait for the higher level (See Table 5).

Two publications provide information about locals who have succeeded professionally. An excellent article in Hawaii Business, July 1982 on "Tourism: Local Boys Make Good" is still pertinent to the experiences which Native Hawaiians must go through to become executive managers in major hotels. The second is A New Wave, Hawaiians At Work, a publication by the Commission on Employment and Human Resources, January 1988. It describes Native Hawaiians who have succeeded in a variety of fields other than tourism. The characteristics of success: perseverance, dedication, and hard work run through each of the individual accounts.

Table 5

Three Most Important AttitudesFor Native Hawaiian EmployeesBy Employment Levels For The Hotel Industry

	ATTITUDES	PERCENT
High Level Employment	1) Works Well With Fellow Workers	21.6
	2) Shows Initiative	17.7
	3) Enthusiastic Concerning Job	13.1
Middle Level Employment	1) Works Well With Fellow Workers	20.9
	2) Enthusiastic Concerning Job	14.2
	3) Shows Initiative	13.8
Low Level Employment	1) Works Well With Fellow Workers	20.5
	2) Exercises Care In Following Directions	13.9
	3) Enthusiastic Concerning Job	11.6

Table 6

Three Most Important Work SkillsFor Native Hawaiian Employeesby Employment Levels For The Hotel Industry

	WORK SKILLS	PERCENT
High Level Employment	1) Demonstrates Good Judgment	29.6
	2) Demonstrates Good Communication Skills	21.4
	3) Demonstrates Job Know How	17.9
Middle Level Employment	1) Demonstrates Good Judgment	25.7
	2) Demonstrates Job Know How	20.4
	3) Demonstrates Good Communication Skills	18.5
Low Level Employment	1) Turns Out Quality Work	20.2
	2) Demonstrates Job Know How	19.8
	3) Demonstrates Good Judgment	14.1

Source: 1986 Alu Like Survey as reported in Bell, Bella et al., Alu Like,
Native Hawaiian Vocational Education Needs Assessment Report: Phase I, 1987.

The two traits considered most important for hotel managers are managerial attitude and skills. The Native Hawaiian managers described the management "mind set" as 1) enthusiasm and support for visitors and the tourism industry; 2) belief in the values needed to become a hotel manager; i.e., formal education, direct problem solving, individual competitiveness, goal orientation; 3) self-motivation and self-confidence; and 4) a certain toughness when it's not always possible to please everyone.

Native Hawaiian Manager

Executive Chef at the Kona Hilton since 1986, Mr. Sam Choy achieved his position through formal training and job experience in food service. Graduating from Kapiolani Community College's Chef Training program in 1972, he went on to work as a cook's helper, dinner cook, sous chef, and executive sous chef in preparation for his current job.

Fifteen of the 18 Native Hawaiian managers (83%) referred to personal strengths associated with the Aloha spirit which are especially suited for managers. The most frequently mentioned characteristic was a personal warmth along with a friendliness in working with others. They said it was important for managers to obtain cooperation from the staff and in setting goals for workers and to build upon this teamwork to achieve these goals. However, several Native Hawaiian managers noted that this personal warmth needs to be balanced by an assertive and competitive nature if a person is to advance into a manager's position. As one Native Hawaiian manager put it, "decisions of the mind need to take precedence over decisions of the heart" in order to benefit the company.

Seven of the 18 personnel directors said Native Hawaiian employees in their hotels need to improve their skills to become managers. Attitude came in second with 5 out of the 18 personnel directors. They and the Native Hawaiian managers all agreed that communication skills in standard English were less than desirable for most residents or "locals" including Native Hawaiians. They cited the difficulty locals have in expressing themselves in standard English, most using a combination of pidgin English and body language. Verbal language skills are important.

To increase the number of Native Hawaiians in management positions in the hotel industry, the preparation process must begin early in school for students, and training must be targeted for Native Hawaiian employees already in the industry. There are several examples which reflect the expanded efforts that are needed. Alu Like is funding a twice-a-month training Program for Occupational Skills Training (POST) for 20 Native Hawaiian employees at the Aston Hotels. So they will be better candidates for career advancement, these employees are learning such skills as business writing, reading, math, and problem-solving. The Community Colleges have been experimenting with a number of job-specific literacy and English classes. A federal grant funds the Sheraton hotels' literacy project for employees in Waikiki. (It is intended that employees who want to learn technical how-to skills for a particular job will also integrate the necessary basic skills in these programs.

In summary, in-service training and individual skills to sharpen competitiveness and basic skills would assist Native Hawaiians, as well as other candidates, to become upwardly mobile in the hotel industry.

METHODOLOGY

Management Planning & Administration Consultants, Inc. (MPAC) was hired by the Tourism Training Council to conduct the 1989 survey and field study. Dr. Ernest Oshiro was the principal investigator. MPAC's complete report is on file at the offices of the Council and of Alu Like's Native Hawaiian Vocational Education Program.

Information for this study was obtained through a literature review including pertinent analysis of a 1986 survey done by Alu Like on Native Hawaiian needs for vocational education. Two rounds of key informant interviews in the hotel industry were conducted; one aimed at personnel managers to get opinions, information and statistical data on managerial opportunities currently available and the other targeted for Native Hawaiian managers working in the hotels. In total over fifty persons statewide, all well acquainted with the industry, contributed to the information contained in this report.

Survey of Hotel Employers

The "Hotel Survey on the Advancement of Native Hawaiians" asked hotel employers for information on hotel organization and structure, career paths (ladders), management policies and practices, working conditions, and education and training.

Twenty-one hotel properties were sampled which is 1% of the total number of hotel properties statewide. However, those 21 hotels employ 14,408 persons which represent about 42% of the 34,500 jobs in the hotel industry for the State. The results of this survey, therefore, cover a substantial proportion of the employees of the hotel industry.

The sample of hotels was selected on the basis of hotel size, and geographical location. Especially selected in the sample were the larger hotels in areas where there was a sizeable Native Hawaiian population. The sample also provided a cross section type of clientele, and ownership. A profile of the hotels contacted, is given on the next page.

The questionnaires were administered in face to face interviews, usually to the hotel personnel directors. The participation rate was excellent. There were no refusals by any of the hotels in the survey.

Survey of Native Hawaiians in Managerial Positions

The "Native Hawaiian Hotel Managers Survey" asked for information and opinions from Native Hawaiians who hold managerial positions in the hotel industry. It was felt that insight into their career paths and individual experiences would prove helpful in identifying aids in career advancement, advancement barriers, or training needs.

Seventeen (17) Native Hawaiian managers were selected from references usually provided by the hotel personnel directors. Those selected were individuals who were knowledgeable and articulate about the industry. Three (3) general managers who were not of Native Hawaiian ancestry were also interviewed because of their close working relationship with Native Hawaiians and their knowledge of the industry.

<u>Island</u>	<u>Hotel</u>	<u>Rooms^a</u>	<u>Estimated 1989 Employment^b</u>
Oahu	Hilton Hawaiian Village ^c	2,523	2,200
	Ilikai	800	525
	Kahala Hilton	370	550
	Sheraton Makaha	189	300
	Sheraton Waikiki	1,709	1,450
	Turtle Bay Hilton	486	570
	Sheraton Royal Hawaiian	526	530
	Sheraton Princess Kaiulani	1,150	670
Hawaii	Hyatt Regency Waikoloa	1,241	2,200
	Kona Hilton	444	282
	Mauna Lani Bay	354	650
	Kona Surf	537	322
Maui	Maui Marriott	720	825
	Westin Maui	761	1,000
	Kaanapali Beach	431	280
	Maui Seaside	200	47
	Maui Inter-Continental Wailea	548	600
Molokai	Kaluakoi Resort	287	230
Kauai	Stouffer's Waiohai	426	500
	Sheraton Mirage Princeville	300	357
	Coco Palms	390	320

^aHawaii Visitors Bureau

^bHotel Survey on the Advancement of Native Hawaiians; includes both full-time and part-time employees.

^cA slightly different questionnaire was used for pre-testing this hotel.

Native Hawaiian Vocational Education Needs Assessment Report: Phase I.

Where pertinent, results of a 1986 Alu Like study are included in this report. The questions which that study asked were very similar to some of the questions which this report is concerned about; i.e., training gaps, employer concerns, and promotion opportunities. The survey for the Alu Like study contains responses from two sets of questionnaires, the first completed by 112 hotel employers and the second by 137 hotel employees. Together these questionnaires represent 43% of the hotel industry's workforce.

FOOTNOTES

1. Dr. Ernest Oshiro, based on interviews for this study.
2. DLIR, The Visitor Industry's Labor Needs on the Neighbor Islands, December 1987, P. 11
3. First Hawaiian Bank, Economic Indicators, July/August 1989.
4. Hawaii Business: July 1982.
5. DLIR, Services Industry, 1984.
6. Cohen and Neilsen, "Finding and Developing Tomorrow's Top Managers," 1988.
7. Keiser, James R., Principles and Practices of Management in the Hospitality Industry, 1989; pp. 37-39.
8. DBED, 1988 Statewide Tourism Impact Core Survey, 1989.
9. DBED, State of Hawaii Data Book 1988, p. 326, Table 359.
10. DLIR, Labor Force Information for Affirmative Action Programs, Table 5, April 1989.
11. Greenwood-Audant, Lois, Hospitality Management through Hawaiian Cultural Values.
12. Excerpted from Workshop Report on "Values Formation and Clarification for Native Hawaiian Youth," 7th Hawaii State Conference on Career Education, May 1989, p. 17.

EXPANSION
OF
TOURISM TRAINING

The State Legislature, which has long supported physical facilities and marketing for the visitor industry, is now also emphasizing the human resource component of successful economic development: the importance of a quality workforce and solid careers for the state's citizens. Thus the 1988 legislature (Act 349) appropriated funds to the Tourism Training Council (TTC) of the Department of Labor and Industrial Relations (DLIR) for the University of Hawaii to develop and expand education and training services for the neighbor islands' visitor industry. The legislature sought an immediate response to pressing training needs in fast-growing resort areas. Granting funds to the TTC is the fastest existing way to convert money to actual programs, even when funding its own public university system. The TTC grant also permits the university to experiment with course content and delivery at a time when "how best to bring programs and trainees together?" is in search of an answer.

Under the 1988 appropriation, the Community Colleges were responsible for initiating entry level and career upgrading courses, while the School of Travel Industry Management's (TIM) responsibilities were targeted for baccalaureate level credit courses and programs to meet executive and managerial needs. In all, 1,112 participants received tourism training from the neighbor island community colleges, and 177 attended TIM management seminars on the neighbor islands.

The 1989 (Act 259) Legislature again appropriated funds for 1989-91 through the TTC to continue the neighbor island expansion. The Oahu community colleges are included in the new appropriation, primarily to meet the needs of new resort development outside of Waikiki.

The TTC brings some significant objectives to the effort:

- o Sharing between campuses of curriculum and resources developed with the funds.
- o Use of the funds to support the university's efforts to improve articulation between colleges and levels.
- o Institutionalization of successful programs through the university's regular budget, ongoing curricula, and self-supporting courses.
- o Use of the funds for identified unmet needs.

COMMUNITY COLLEGES

There were two philosophies at work in the community colleges' use of the TTC funding. One philosophy held that the monies gave the colleges a chance to develop and implement specific programs from start-to-finish. This would allow them to design a limited number of much-needed programs, with new approaches, and success would not be measured by having a large number of attendees, but rather by the content of the classes and its relevance to meeting the industry's needs.

The second philosophy held that the TTC monies would be used only to develop any number of programs. Then the colleges would make an "in-kind" contribution by paying for the implementation of these programs in the industry, or the courses would be delivered on a self-supporting basis.

Sharing to avoid duplication between colleges has been a major theme of the project. Thus, different colleges develop distinct non-credit courses in Japanese language and culture, building maintenance, or English as a Second Language (ESL). Some of the courses or approaches may not work. Those that do succeed are shared and can be easily modified or replicated to enrich the offerings at campuses across the state. This sharing is facilitated by Kapiolani Community College, which maintains copies of programs developed by the community college visitor industry programs with TTC monies. Similarly, a catalog of training videos and resources purchased with TTC monies is housed at Kapiolani.

Kapiolani served as a resource center for several of the Interpret Programs as well as for programs in food service preparation, Japanese language and culture, building maintenance, housekeeping and others.

The community colleges, along with the U.H. Manoa TIM School, met on a quarterly basis to discuss programs, problems and progress. The community colleges met by themselves on a monthly basis in the fall and bi-monthly in the spring and summer to coordinate their visitor industry programs and activities. The sense of cooperation among the program specialists was tremendous. Several programs were shared among the visitor industry coordinators, and instructors attended workshops on other campuses.

Hawaii Community College

The biggest problems facing Hawaii Community College's visitor industry program are the geographic size of the island it serves (4,000 square miles) and the distance of 120 miles (2 hours driving time) between the college campus in Hilo and the large resort area in West Hawaii. Thus the TTC funding was aimed primarily at West Hawaii.

Hawaii Community College and its innovative visitor industry program representative, Debbie Shigehara, developed and piloted a number of non-credit courses. Additional courses were developed which will be offered in 1989-90 through the UH-Hilo's self-support arm, the Center for Continuing Education and Community Services (CCECS). The non-credit courses include:

- Professional Food Service (14 hrs)
- Basic Sanitation in Food Service (15 hrs)
- Professional Bread Making (4 hrs)
- Leading Sauce Preparation (5 hrs)
- Basic Soup Preparation (4 hrs)
- Roasting and Carving a Roast (4 hrs)
- Professional Cake Decorating (8 hrs)
- Basic Vegetable Carving (16 hrs)
- Beginning Ice Carving (9 hrs)
- Supervisory Management (40 hrs)
- Interpret Hawaii, the Big Island (40 hrs)
- Nutrition and Dietary Cooking (20 hrs)
- Train the Trainer to Teach Japanese Language
- Japanese Language for the Hotel Employee
- Basic Principles of Landscaping

Two-fifths of the TTC funds were used to develop lending resources for the UH-Hilo facility in West Hawaii. Visitor industry businesses as well as college faculty may borrow from this collection, which will increase the West Hawaii resort industry's access to training tools.

Maui Community College

Maui Community College, through its Office of Community Services and the Visitor Industry Training and Education Center (VITEC), enjoyed great successes this past year in developing and delivering programs both at MCC and in Kaanapali. Twenty programs out of the twenty-two planned under this project ran, most with over-capacity audiences.

There are several reasons for these successes: First, the Director of VITEC, Lois Greenwood-Audant, and her assistant, Terry Williams, knew their constituency well and therefore presented program topics that were of high interest and at the skill levels needed. Secondly, they offered a tremendous variety of new classes to the island of Maui. Previously, people had to travel to Honolulu or to the mainland for much of this training. Third, the programs were offered at various locations on the island and at different times of the day which made it more convenient for many participants.

The TTC monies received by Maui paid for the development of a variety of high-quality programs which were delivered at low cost to visitor industry employees on a year-round basis. Specific subject areas included Hawaiian Cultural Values/Interpret Maui, Job-Specific Communications Skills, English-as-a-Second Language (ESL), Maintenance Engineer's Training, and Japanese Culture Training.

Although English-as-a Second-Language/Communication Skills continued to be a felt need among Maui employers, the response by employees was disappointing. It was decided that the training must be specifically tailored to job-related functions, such as being a better secretary, or handling an angry customer, etc. MCC will continue to explore effective ways to improve employee communication skills, especially for non-standard English speakers.

Kauai Community College

Kauai's TTC funding went towards developing a basic general maintenance program for the hotels and for developing and implementing energy conservation programs for the hotels. A portion of the funds was used to hire additional instructors to free up the regular maintenance teacher to develop the new programs. Another portion was used to hire a maintenance consultant from the hotel industry and the rest was spent on equipment for classes. These classes, once implemented, revised, and approved, will become part of the credit side of instruction.

The Visitor Industry Program at Kauai C.C. also sponsored a maintenance course on Energy Management Conservation and a Landscape Maintenance Workshop, with island-wide attendance. These classes have, and will continue to be held at the college because of the availability of space, equipment, and a safe training environment. Kauai sponsored seven very successful Interpret Kauai courses, again with island-wide participation. Many of these classes took place "on-site". Kauai's visitor industry training classes are held on a year-round basis, although most classes are concentrated in the fall and spring semesters.

Kauai's programs, too, were successful, because of the surveying done by the coordinator, June Stark, as well as her knowledge of the island community of Kauai.

Community College Programs in 1989-91

With the 1989-91 appropriation, the neighbor island colleges continued the emphases they started last year, and Oahu colleges started expansion.

Hawaii Community College offers courses aimed primarily at West Hawaii, in basic management, food services, Japanese language and culture, and Hawaiian cultural interpretation.

Honolulu Community College cooperates with Windward Community College in providing a general facilities and ground maintenance series. Honolulu also targets floral shop operators and their employees.

Kapiolani Community College is able to provide convenient training at low cost to small businesses and hotels in the visitor industry, as well as recertification of executive housekeepers.

Kapiolani and Kauai are joining Maui in the search for effective teaching of English-as-a-Second Language (ESL). Kauai is installing a computer-assisted instruction program to support tutorial training at a large hotel worksite. Maui is targeting the Maui visitor industry

workforce which has a heavy influx of new immigrants. The third approach, by Kapiolani, is targeting taxicab drivers and supervisory candidates.

Leeward Community College is addressing the motivation and basic skill lacks which have long been documented on the leeward coast. Leeward is conducting career exploration seminars in conjunction with counseling and referrals to pre-employment services.

COMMUNITY COLLEGE PROGRAM STATISTICS

<u>Maui Community College</u>	<u>Participants</u>
Interpret Maui (2 Sections; 13 weeks each)	65
A 40-hour certification program designed give concierges, hotel activities coordinators, tour guides, guest relations personnel, greeters, museum guides and residents an understanding of how to share the many facets of Maui's history, culture, language, resources and sites.	
Job-Specific Communication Skills	
Dealing with Difficult Customers (3 Sections)	51
The Take Charge Office Professional (3 Sections)	124
Strategies for the Successful Professional Secretary	14
Communication Skills for Career Advancement in the Visitor Industry	0
Dealing with Maui's Local Communication Style	25
Visitor Service and Teambuilding Workshop	20
Multi-Cultural Communication Skills Workshop (2 Sections)	31
English-As A Second Language	
English Conversation Skills	10
Second Section	0
Understanding The Japanese	
Negotiating with the Japanese (3 hrs.)	59
Maximizing Your Business Effectiveness with the Japanese (3 hrs.)	71
Maintenance Engineering	
Troubleshooting Skills (2 sections)	34
Reading Schematics and Symbols (2 Sections)	18
Total Class Offerings - 22	
Total Participants	522

Hawaii Community College

	<u>Participants</u>
Nutrition and Dietary Cooking (West Hawaii)	14
Through Apprenticeship Program:	
o Apprentice Dinner Cooks (Mauna Kea Beach Hotel)	2
o Ice Carving (2 sections)	16
o Tallow and Soft Dough Carving (2 sections)	18
o Mid-Management Communications Workshops for Mauna Lani Hotel (2 sections)	40
Train the Trainer to teach Japanese language (Waikoloa Hyatt Hotel)	14
Basic Principles of Landscaping (2 sections in West Hawaii)	40
Japanese language for the Hotel employees (Hyatt)	18
Total class offerings - 12	
Total participants	162

Kauai Community College

Energy Conservation Management	21
Landscape Maintenance Workshops (3 sections)	120
Interpret Kauai:	
History & Traditions of the Hawaiian People	35
The Unique Story of Kaua'i	46
Nature Around Us (2 sections)	66
The Current Kaua'i	49
Grove Farm Museum Homestead Held at Grove Farm	16
Pacific Tropical Botanical Garden Held at PTBG	19
Wailua, A Sacred Site	24
Ethnic Oral History	19
Hanapepe Town Workshop	13
Total Class Offerings - 14	
Total Participants	428

SCHOOL OF TRAVEL INDUSTRY MANAGEMENT (TIM)

Based on an initial needs assessment, a pilot series of professional seminars was developed and initiated on the Big Island, Kauai, and Maui, co-sponsored respectively by the Center for Continuing Education and Community Services, UH-Hilo; the Office of Community Services, Visitor Industry Training Programs, Kauai Community College; and the Visitor Industry Training and Education Center (VITEC), Maui Community College.

The seminars covered three areas:

- 1) Training for Managers Who Train, designed to assist managers in organizing, executing, and evaluating their training programs;
- 2) Managing Cultural Diversity, which addresses issues related to the supervision of Hawaii's multi-cultural work force;
- 3) Counseling Skills for Employee Retention, which teaches the skills needed to retain employees in an increasingly critical labor market.

Each seminar covered twelve contact hours and was delivered at different times over a two-, three-, or four-day period to gauge attendance patterns.

TIM Program Statistics

Total number of seminars:	3
Total seminar offerings: (3 on each island)	9
Length of each seminar:	12 hours
Total number of instruction hours:	108
Total number of instruction days:	27
Total number of enrollments:	177
Big Island	
For "Training..."	23
For "Managing..."	13
For "Counseling..."	30
Kauai	
For "Training..."	69
For "Managing..."	22
For "Counseling"	17
Maui	
For "Training..."	30
For "Managing..."	42
For "Counseling..."	21

Six Year Action Plan

Goals

On the basis of these preliminary efforts, and in consultation with the different University campuses, TIM generated a six-year action plan for the development of comprehensive, system-wide training and educational services for the visitor industry. The plan is designed to address systemic issues and needs, and thus works towards four broad, interrelated goals:

- 1) increased coordination between the different travel industry programs within the university system;
- 2) the development of ongoing needs assessment mechanism, conducted in cooperation with other research agencies and the travel industry.
- 3) the development of alternative program delivery formats to meet the differing needs of populations targeted for training; and
- 4) collaborative planning with State agencies and the visitor industry to improve student/employee recruitment and educational policy for employees.

The context and background of each goal is discussed briefly below.

Increased Coordination Within the University System

UH travel industry-related educational services are expected to vie with an increasing number of training programs provided by other tertiary institutions in the State. The recently updated Inventory of Visitor Industry Education and Training Opportunities list 69 programs available in Hawaii which prepare personnel for employment in visitor industry occupations. In addition, extension campuses from mainland universities and Japan plan to enter the tourism job training market in Hawaii in the next few years. Similarly, training for Pacific-Asia countries, currently provided by TIM on a limited basis, has increasingly been offered by universities located on the mainland, in Australia, and elsewhere.

While the combined services provided by the separate campuses of the UH system exceed those offered by any one competitor, these services lack coordination and continuity from one campus to another. The most beneficial action for the UH travel industry-related training programs would be to cooperate in the formulation of a comprehensive system of educational and training services which is: 1) capable of servicing prospective students in all geographical areas and at all levels of development, 2) available to the student-worker throughout his/her career, and 3) capable of responding to evolving personnel needs in the industry.

In March 1988, UH President Albert Simone announced an agreement to increase and improve the articulation of credits between campuses. The objective of this agreement is to facilitate a continuum of education at the undergraduate level. This agreement provides the impetus to develop greater continuity among UH travel industry-related studies on the different campuses and to develop a continuum of studies from pre-employment readiness through upper level management courses.

During the initial phase of TIM's proposed six-year plan it is envisioned that an UH intercampus committee, representative of both credit and noncredit programs, will establish operating parameters to facilitate system wide cooperative planning. It will be the function of this committee to identify and rank travel industry education and training needs and devise programming objectives and intervention strategies.

Development of Ongoing Needs Assessment

TIM's action plan calls for periodic needs assessments since the interpretation of need will change as vested interest and values change and because needs are interrelated, diffuse, and rapidly shifting. Needs assessments to date have focused almost exclusively on service availability. The literature suggests, however, that two sets of indicators--objective (e.g., service utilization rates) and perceptual (e.g., the perceived needs of employees)--should be collected and monitored over time to accurately assess various levels of need. Programs using a service delivery system consistent with the felt needs of prospective participants will more likely be accepted, utilized, and sustained. The information provided by the needs assessments will be used in a number of ways, including: priorities ranking; resource allocation; program planning and development; decisions to erect service delivery facilities; information, referral and data base development; community education; and as a guide for future research/evaluation applications.

Development of Alternative Delivery Formats

In addition to the development of new services and an improved continuum of instruction, the UH system needs to reach more populations requiring training and professional improvement. Establishing non-traditional degree formats will increase the number of students interested in advanced professional studies. In order to reach more populations unable to attend a UH campus for instruction (e.g., geographically isolated students, workers unable to secure release time from their jobs to attend normally scheduled classes, handicapped students), "distance" instruction could be facilitated by greater use of electronic instructional mediums--for example, interactively linked desktop computers, fax machines combined with teleconferencing or interactive television, etc. The availability of courses adapted for computerized instruction would encourage industry to support lease programs for modems and terminals and to permit employees to continue their education while individually arranging their work, school, and personal schedules.

The increased use of alternative instructional formats such as "distance" learning (e.g., interactive television, mobile classrooms, competency based self instruction modules) could become central to the expansion of educational services. In 1985, capital improvement funds were provided by the State Legislature to develop the Hawaii Interactive Television System (HITS), which is scheduled for completion by Fall 1990. In anticipation of the full enactment of this system, currently established travel industry-related courses could be transferred to videotape presentations with student activities, supplementary readings, and competency based evaluative measures. Credit courses could also be modularized (e.g., a three-credit course could be broken into three one-credit segments) for easier management and presentation.

Collaborative Planning to Improve Student/Employee Retention

There will be approximately 5,400 annual job openings on the neighbor islands for all occupations through 1995; conversely, the available supply of resident labor will be less than 1,600 a year. Only 40 percent of this available labor force will have an education beyond high school. To redress this situation, industry must develop strategies to increase the pool of potential employees available on the neighbor islands and also increase the level of academic preparedness of all workers presently available.

The University of Hawaii's "Strategy for Academic Quality" (July 1984) acknowledges that there is a need to improve access to higher education for the State's residents, primarily by broadening the University's recruitment efforts to include groups "out of the mainstream." Of primary concern are underrepresented minority populations. The disproportionately low enrollment of minority groups is more evident at upper-division campuses and in graduate programs than at the community colleges. Reasons for this disparity include the community colleges' "open door policy" and less stringent entrance requirements, higher student costs at upper division campuses, and uncoordinated efforts between the lower and the upper division campuses to encourage student transfers (i.e., continuance of their education).

To correct this situation TIM has been involved in several pilot programs to encourage: 1) increased enrollment of minority students; 2) improved transfer of minority students from community colleges to the Manoa campus; 3) the enrichment of their academic, personal, and social skills; and 4) the provision of stipends and scholarships for student financial support. These efforts have met with only limited success to date. Additionally, UH recruitment methods among Hawaii high school students have been fairly conventional. In the main, program representatives visit career and college fairs at individual schools and the State's annual program held at Blaisdell Arena. High school counselors are invited to the various campuses to be updated on admissions and curricula changes. These recruitment efforts have fallen short of increasing student enrollment and will need to be improved.

TIM's Program in 1989-91

With the 1989-91 appropriation, TIM is continuing outreach to the neighbor islands and following the steps authorized in its six-year action plan. Specifically TIM is:

- 1) Designing and piloting no less than 21 new noncredit courses geared to the neighbor islands.
- 2) Developing for piloting at least two credit courses, one each on Maui and West Hawaii, and, if justified, one additional credit course on Maui.
- 3) Revising course content for selected TIM credit courses most adaptable to alternative delivery formats.
- 4) Initiating articulation agreements between TIM School and community colleges, and between TIM School and UH-Hilo.
- 5) Developing interagency system which ties research and the delivery of instructional services to the community's needs.

FUND DISTRIBUTION

	<u>1988-89</u>	<u>1989-90</u>
TIM School	\$ 76,000.00	\$ 84,400.00
UH-Hilo-Hawaii Community College	22,600.00	28,580.00
Kauai Community College	25,000.00	28,585.00
Maui Community College	25,000.00	28,585.00
Kapiolani Community College	3,450.00	24,500.00
Honolulu Community College	-----	24,500.00
Leeward Community College	-----	24,500.00
State Budget Restriction	590.00	-----
TTC Administration	<u>3,360.00</u>	<u>6,350.00</u>
Total Appropriation	\$156,000.00	\$250,000.00

RECOMMENDATIONS

Based on the experience of Act 349, SLH 1988 and Act 259, SLH 1989, the Council updated its tourism training priorities which are reflected in its criteria for the next stage of this project. The Council also has some recommendations directed to educational institutions.

- A. The Council adopted the following criteria which will be used to assess the appropriateness of proposed projects for 1990-91.

Projects should address identified tourism training needs, as indicated by one of the following:

1. Take frequent opportunity to teach basic skills by incorporating into skill courses job-specific components that include literacy training, English-As-A-Second Language (ESL), communication skill, and math.
2. Increase job readiness, which can include assessment, counseling, support services, and curricula aimed at improving student and worker self-esteem and self-confidence in the areas of interviewing, resume writing, and workplace decorum.
3. Expand supervisory and management training, including emphasis on how to deliver on-the-job training, retain employees, increase productivity, and reach new potential workforce.
4. Conduct worker training at the worksite, on-the job, and customize for employer and employee convenience.
5. Provide follow-up to employee training to motivate, reinforce learning, and assess progress; e.g., train supervisors on what employees learned and how to reinforce the learning; provide competency checklist to course participants and their supervisors.
6. Offer training which reflects the unique social and cultural diversity of Hawaii. For both management and rank and file, offer more courses that explore island cultural values and how they can (be applied to) the workplace.
7. Explore training delivery alternatives including technology utilization like videotaping and interactive television and innovative formats to reach distant and isolated areas.
8. Improve the opportunities for students to transfer from visitor industry associate degree programs in the community colleges into the TIM School.

9. Enhance entrepreneurial skills, especially among small businesses.
 10. Target services to employees and managers in small business.
 11. Target special needs populations; e.g., at-risk, disabled, older, functionally illiterate, to bring them into the workforce.
 12. Increase work-study and cooperative education opportunities which tie educational institutions and the workplace more closely.
- B. The Council recommends that educational institutions:
1. Increase the consultation and involvement of industry in the training process to ensure up-to-date industry input; e.g.,
 - a. Establish active business/industry advisory committees for professional and vocational visitor industry-related programs and involve them in aligning programs with industry needs.
 - b. Team up qualified representative from industry with a curriculum development specialist to create the training package.
 2. Institutionalize into the regular curricula and budget of the University of Hawaii those programs which were piloted and demonstrated to be successful and exemplary in the education and training of Hawaii's current and future workers in the visitor industry.
 3. Share curricula between Community College campuses and programs to avoid duplication of effort and cost.
 4. Provide additional general fund support to the Offices of Community Service of the Community Colleges to permit more flexibility to experiment with course content and delivery and to respond quickly to new and changing training needs.

Table 7. TOURISM TRAINING COUNCIL GOALS AND CORRESPONDING COUNCIL PROJECTS

ADDRESS HUMAN RESOURCE COMPONENT IN ECONOMIC DEVELOPMENT	DEVELOP A QUALITY VISITOR INDUSTRY WORKFORCE	IMPROVE CAREER DEVELOPMENT AND UPGRADING OPPORTUNITIES	INCREASE PREPAREDNESS OF HAWAII'S PEOPLE FOR HIGHER LEVEL JOBS	PROVIDE ACCESSIBLE TRAINING OPPORTUNITIES	CREATE OPPORTUNITIES FOR MARGINALLY EMPLOYABLE PEOPLE
CONTINUOUS MONITORING AND REPORTING OF EMPLOYMENT SITUATION IN THE VISITOR INDUSTRY Published two reports: "Discussion Paper: The Labor Demand and Supply Dilemma for Hawaii's Visitor Industry" (May 1987) and the "The Visitor Industry's Labor Needs on the Neighbor Islands." (December 1987)	CLEARINGHOUSE AND QUALITY STANDARDS PROJECT: \$16,525 to set up the Council's Clearinghouse function and establish standards of quality for visitor industry food service training programs. (1990) IN-HOUSE TRAINING PROJECT: Study increasing trend toward in-house training by visitor industry and how best to meet training needs. (1990) INVENTORY UPDATE PROJECT: <u>Inventory of Visitor Industry Education and Tourism Programs is updated periodically.</u> (1986, 1988 and 1990)	ALU LIKE PROJECT: \$11,000 from Alu Like's Native Hawaiian Vocational Education Program and \$8,700 in state supplemental budget to identify and recommend changes to management practices and training gaps which are barriers to career advancement in Hawaii's hotel industry. (1989-90) GROUND TRANSPORTATION PROJECT: \$8,700 in state funds to identify training gaps and recommend changes to practices which may be barriers to career advancements by rank and file into management positions in the ground transportation industry. (1989-90) \$6,500 in State funds to demonstrate findings. (1990)	UNIVERSITY PROJECT: \$156,000 to TIM School and Community Colleges for the expansion of tourism training programs on the neighbor islands. (1989) \$250,000 to the TIM School and Community Colleges for further expansion of tourism training programs including Oahu. (1990)		JOB PAT PROJECT: Developed Job Physical Assessment Tool (Job PAT) and published a guide to expand employment opportunities for individuals with disabilities. Held statewide workshops for employers. (1987-88) \$34,000 by the DVR to demonstrate the use of the Job PAT to increase the number of disabled people employed in the visitor industry. (1989-90)



1991 REPORT TO THE GOVERNOR ON TOURISM TRAINING



GOVERNOR JOHN WAIHEE

MARIO R. RAMIL, Director
Department of Labor and Industrial Relations

MARCH 1991

TOURISM TRAINING COUNCIL
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SURVEY OF TRAINING NEEDS AT HONOLULU INTERNATIONAL AIRPORT

Introduction

This survey of the personnel training needs at Honolulu International Airport (HIA) reflects the Tourism Training Council's belief that airports are vital links and partners to the state's largest industry, tourism. Not only is it a physical entry/exit for the overwhelming bulk of visitors, the airport service environment leaves lasting impressions of Hawaii on visitors.

The survey's purposes were: first to identify what occupations work at the airport; second what sort of skills are needed by various employment positions; third to find out what sort of training is available to the airport's employers and employees; and fourth to identify airport problems which could be addressed by better workers.

Findings

Organizationally and geographically, HIA can be viewed as a "little city." Many of its inhabitants have the common goal of supporting the visitor industry, and its considerable infrastructure allows it to operate on a somewhat self-contained basis. Close to half of the 14,000+ employees at the HIA work for the airlines, which have their own respective formalized training programs. Forty-four percent (or over 6,000 employees) work for retail concessionaires and ground transportation companies. Except for DFS Hawaii (formerly Duty Free Shoppers), all training at these companies is informal and on-the-job (OJT). The last 8 percent of the HIA employees work for government agencies including the Federal Aviation Administration, U.S. Customs Service, U.S. Immigration and Naturalization Service, U.S. Department of Agriculture, U.S. Drug Enforcement Administration, and U.S. Public Health Service, and the State Departments of Transportation (DOT) and Agriculture. The federal agencies have both pre-service and in-service formal training and have indicated they would welcome follow-up training, while DOT has some formal training programs. Generally, employees at the airport need training in Aloha, dealing with the public, safety, control of substance abuse, literacy, foreign language brush-up, and career upgrade.

Occupations at Honolulu International Airport

Tables below and on the following pages present the occupations located at the airport. Tables 1-3 for the private sector are by industry, business type, occupation, percent of employees and degree/license requirements. Similarly,

Table 4 for the federal sector is by agency, occupation, percent of employees, and degree requirements. The state DOT is divided into districts and because this paper is concerned with the Honolulu International Airport, only the Oahu district is shown. Table 5 for the Oahu district is detailed by division, work unit, sub-unit, occupation, percent of employees, and degree/license requirements.

Occupations in the Private Sector at HIA

Ground Transportation Businesses

Employees in the ground transportation business, which includes tour operators and taxi drivers, require skills that are needed for direct contact with the public. These employees' skills range from driving a vehicle for public transport to narrating tours and highlighting points of interest along a given tour route.

Table 1
Occupations in Ground Transportation Businesses

<u>Occupation</u>	<u>Percent of Employees</u>	<u>Degree, Certificate, or License Required</u>
Traffic Organizer	7%	No
Clerical	9%	No
Administration	8%	Yes
Taxi Driver	38%	Yes
Bus Driver		Yes
Limousine Driver		Yes
Tour Planner	15%	No
Tour Guide		No
Engineer	23%	Yes
Mechanic		Yes
TOTAL:	1750*	

*Source: Peat Marwick Main and Company, *Economic Impact of Honolulu International Airport*, June 1989. Figures are for 1987.

Airlines

Training in the airline industry has a different format than other companies. Every occupation of the airlines is divided into departments such as mechanics, pilots, flight attendants, and customer service representatives. Upon hire, pilots and flight attendants travel to their flight training centers on the mainland to receive formal training. Other positions, mainly baggage handlers, customer service representatives, and reservationists, are trained in-house locally for two weeks on average in a classroom setting, followed by OJT. Airline personnel are also periodically trained on-the-job. Some perform OJT on a regularly scheduled basis and others deal with it as they see appropriate. Training is provided whenever there are new advances in technology (such as reservations systems, aircraft, or safety devices), changes in company policy, or unusual circumstances (for example, need to tighten security).

Table 2
Occupations in the Airlines Industry

<u>Business Type</u>	<u>Occupation</u>	<u>Degree/License Required</u>
Cargo	Engineer	Yes
	Cargo Receiver	Yes
	Cargo Controller	Yes
	Mechanic	Yes
Passenger	Flight Attendant	Yes
	Pilot	Yes
	Flight Engineer	Yes
	Customer Service	No
	Ticket Agent	No
Flight Kitchen	Chef	No
	Cook	No
	Food Preparer	No
TOTAL:	6739*	

*Source: Peat Marwick Main and Company, *Economic Impact of Honolulu International Airport*, June 1989. Figures are for 1987.

The airlines have various skills needed for each position. The more technical fields such as pilot, flight engineer and mechanic require degrees or licenses and are tightly regulated by the federal government. The employees more in the public view of the airlines such as flight attendants and customer service representatives require skills that are more relevant to serving their customers. For example, a flight attendant's primary job is to look after the passengers' safety and then provide hospitality services such as serving food, answering passengers' questions, distributing magazines and pillows, and helping care for small children, elderly and handicapped persons. The customer service representatives' function is to serve the customer's needs from the point of contact at the check-in counter to the departure gate. The airlines have their own tightly *formalized* training programs and on-the-job training. Each training program has its own uniqueness which distinguishes one airline from another.

Flight kitchens are either run by the airlines themselves or by caterers who are contracted by the airlines for their in-flight food preparations and meals. The flight kitchens' factory-like operations are located at the airport. Typically, food preparation is done in an assembly line fashion. The food is first prepared and sliced by the food preparers who divide it into quantifiable portions. Cooks prepare the vegetables and meats, and bakers cook the pastry and bread items. Separate departments load the food into containers, place the food on conveyors to be transported to the aircraft, and unload the food into the aircraft kitchen. Employers prefer that bakers and cooks have experience. Previous experience is not necessary for food preparers. All these positions receive on-the-job training. Formal training is normally not provided.

Concessionaires

All retail concessions at HIA are leased to the operators by DOT through a bid procedure. Current leases run five years, and DOT bases the rent on a percentage of the profits, with a guaranteed minimum rent.

As can be seen from Table 3, many businesses are lumped into the concessionaires: banks, barbers, car rentals, duty free shops, florists, food and beverage, gift shops, greeters, lei sellers, parking garage, sundries, and shower facilities. For the most part, occupations under the concessionaires are aimed at making a profit by providing customer goods and services and satisfaction.

The more technical concessionaire positions such as auto mechanics and barbers require specialized training that must meet State licensing requirements. The less technical skills such as customer relations, waithelp, and sales clerk require more of the qualitative training concepts of language, effective communication, dealing with the public, and job safety.

The majority of the concessionaires employ entry-level workers who are in direct contact with the public. "Since approximately 58 percent of Hawaii's visitors are U.S. mainlanders whose native language is English, employees need to effectively communicate in the English language."¹ When a visitor arrives from a long flight, the last thing they want to encounter is inadequate assistance from people who cannot use and understand basic communication skills. Concessionaires at HIA are aware of these conditions and each has individually tried to overcome them through their own training programs.

Both formal and informal on-the-job training exist. Structured on-the-job training has a formal matrix of tasks which employees must learn. An example of a structured program is when the trainer has charts with employees' names, dates and tasks completed or work in process. Once an employee has demonstrated the ability to effectively complete the task, the supervisor certifies the employee and that task is checked off the trainer's list. The most formal training programs are offered by DFS Hawaii. "Using training manuals and providing a classroom setting which meets on a regular basis, members of the company's Human Resource Department teach and guide employees through a specific course."² DFS Hawaii typically gives formalized training to the new hire, and the supervisor follows up as needed.

Many companies at HIA do not have a Human Resource Management department due to their small size. Informal on-the-job training consists of having someone train the employee on the spot. The trainer is usually the manager, supervisor or an employee who has been with the company a long time. If the position were dishwasher, the trainer would demonstrate the proper procedure for operating a dishwasher. If the position required direct contact with the public, whether it be a bartender, car rental agent, waitress, or sales clerk, the employee would be instructed by the employer in selling techniques, courtesy, tact, and handling monetary transactions.

In informal OJT, the employer seeks to train workers in the company procedures with varying individual standards. Some employers cross train employees, and others are task-oriented on a sign-off sheet basis.

Even with individualized employer training programs, one aspect of employee training requirement remains constant: basic language and communication skills. *In times of labor shortage, employers have offered many incentives such as increased benefits and higher wages, causing some employees to change jobs. This may result in short-time employees, who rarely receive thorough training. Thus people can increase their wages, but still have faulty basic language and communication skills which will likely continue to the next job.*

Table 3
Occupations in Retail Concessions

<u>Business Type</u>	<u>Occupation</u>	<u>% of Employees</u>	<u>Degree or Certificate Required</u>
Car Rentals	Counter Clerk	84%	No
	Rental Clerk		No
	Auto Maintenance	14%	Yes
	Administration	2%	Yes
TOTAL:			INA
DFS Hawaii	Retail Clerk	74%	No
	Sales Associate		No
	Flight Line		No
	Office Clerk	11%	No
	Customer Relations	5%	No
	Stock handlers	8%	No
	Administration	2%	Yes
TOTAL:			1400
Food & Beverage	Waithelp	89%	No
	Bartender		No
	Counter Help		No
	Dishwasher		No
	Cashier		No
	Food Preparer	8%	No
	Cook		No
	Administration	3%	Yes
TOTAL:			500
Others (Includes banks, barbers, florists, gift shops, greeters, lei sellers, parking, shower facilities, sundries)	Administration	4%	No
	Professional & Technical	20%	Varies
	Sales	6%	No
	Service	38%	No
	Maintenance	12%	No
	Clerical	20%	No
TOTAL:			INA
TOTAL CONCESSION EMPLOYEES:			4,200

Occupations in the Federal Sector at HIA

The federal sector at the Honolulu International Airport is very unique from other businesses that operate there. All employees are required by the federal government to have the same minimum qualifications. "Applicants must be at least 18 years of age, be a U.S. citizen and have three years of general work experience, a college degree or combination thereof."³ The main federal agencies working at HIA are: the Federal Aviation Administration, U.S. Customs Service, U.S. Immigration and Naturalization Service, and U.S. Department of Agriculture. Small staffs of the U. S. Drug Enforcement Administration (to police illegal substances) and the U.S. Public Health Service (to monitor transmittable diseases) also work at the airport.

The Federal Aviation Administration (FAA) recruits receive formal training at the FAA Academy in Oklahoma City, Oklahoma. There they are taught basic theory applications in the air traffic business. U.S. Customs Service officers and U.S. Immigration and Naturalization Service officers receive formal training at the Federal Law Enforcement Training Center in Glynco, Georgia. U.S. Customs Service recruits are taught the theories and basics of being a U.S. Customs official. These include observing human behavior to detect whether or not an individual is acting suspicious or concealing an item, learning the patterns of world commerce and law enforcement practices. Basic training for Immigration and Naturalization Service recruits involves learning the administration, requirements, and enforcement of U.S. laws regulating immigration and naturalization of foreign nationals.

Informal training by the federal agencies varies widely. OJT is done at every duty station upon arrival. The emphasis of the training is on practicality, not theoretical techniques. The complex and bureaucratic structure of the federal government present detailed, yet varied, informal training.

The U.S. Customs Service stated that "the proper handling of passengers is one of the most important priorities. During the 9-week training program for new inspectors at the Customs Academy in Glynco, Georgia, good public relations are continuously stressed. Locally we have ongoing informal refresher training in this area and would welcome the opportunity for formalized instruction."⁴ All Immigration employees are required to learn Spanish at the Georgia Training Center. Customs workers receive language training in classes given by their own personnel and by airlines such as Japan, Korean and Continental Airlines. Both Customs and Immigration have many employees who speak foreign languages fluently.

The U.S. Department of Agriculture inspects outgoing baggage to prohibit the introduction of Hawaii's plant pests to other mainland states. Inspectors are also stationed in the Customs area and refer to the state agricultural inspectors those incoming items which might introduce foreign plant pests into Hawaii. Full-time inspectors require a college degree in a biological science, and part-time inspectors need to have completed a high school education which included two science courses.

Table 4
Occupations in the Federal Sector*

<u>Agency</u>	<u>Occupation</u>	<u>% of Employees</u>
Federal Aviation Agency	Traffic Controller	40%
	Flight Inspector	25%
	Clerical	5%
	Administration	15%
	Security	5%
	Professional & Technical	10%
TOTAL:		150
U.S. Customs Service	Criminal Investigator	INA
	Inspector	60%
	Import Specialist	INA
	Clerical	INA
	Canine Enforcement	INA
TOTAL:		200
U.S. Immigration & Naturalization Service	Investigator	INA
	Inspector	INA
	Special Agent	INA
	Clerical	INA
TOTAL:		100
U.S. Department of Agriculture	Inspector	100%
TOTAL:		130 - 160

***Degree Requirements:** All Federal agencies have the same standards: Applicants must be 18 years of age, be a U.S. citizen, and have 3 years of general work, a college degree or a combination thereof.

INA = Information Not Available

Many federal agencies are currently experiencing budget cuts so there is less money allotted for training programs. The budget cuts are also affecting the quality of the skilled personnel that work at HIA. "For example, the federal government will not pay for a FAA employee's move from airports that have the same skill requirements as HIA. However, they will pay to move an employee who comes from an airport that has lower requirements than HIA's, which is on an international status. This practice tends to attract FAA employees who come from lesser developed airports. When new employees arrive from lesser developed airports, they have to be trained and upgraded to handle an international airport such as Honolulu's."⁵

Occupations in the State Government at HIA

Two State of Hawaii departments operate at the airport: agriculture and transportation. The State Department of Agriculture (DOA) has a small workforce (20) at the airport who inspect incoming plants and produce to ensure that state regulations are met concerning the prohibition of foreign plant pests. They have the authority to reject any item which may endanger or not be in compliance with state regulations. Qualifications for inspector include a combination of education, experience, and a passing grade on a written examination. The state normally prefers applicants with college training in agriculture, including courses related to the job.

The State Department of Transportation (DOT) has the authority and responsibility to operate the HIA as safely, conveniently, and efficiently as possible for its users. Functions provided by DOT are: security (through contract), the Wikiwiki shuttle bus (through contract), the Visitor Information Program (VIP), maintenance, engineering, safety certification, airport information, and lost and found. Mr. Barry Fukunaga, Airport Manager at HIA, stated that "basic work skills such as reading, writing, and communication skills are needed to work at the airport."⁶

Mr. Roscoe Butler, head of Airports Division Personnel, stated that DOT/Airports Division usually tries to hire people with experience. For example, the minimum requirements for maintenance personnel are one to two years of experience in the maintenance field. "They should have knowledge about the functions of equipment and chemicals they use on the job. The Visitor Information Program personnel need to know foreign languages such as Chinese, French, German, Japanese, and Korean before being hired. They also need to have a pleasant manner and appearance."⁷ Beyond these general requirements, the various positions employed by DOT at the airport need specific skills and knowledge appropriate to their individual jobs.

Table 5
Occupations in Oahu Airport District of
State Department of Transportation

<u>Division</u>	<u>Work Unit</u>	<u>Sub-Unit</u>	<u>Occupation</u>	<u>% of Employees</u>	<u>Degree/ License Required</u>
All Airport Administra- tion	All		Administrator	4 %	Yes
			Professional & Technical	4 %	Yes
			Civil Engineer	3 %	Yes
			Clerical Support	7 %	No
			Drafting Tech.	2 %	No
Operation	ARFF	Firefighter	Firefighter	9 %	Yes
	Air Operation	Ramp Controller	Controller	2 %	No
	Communic.	Airport Info	Information Operator	2 %	No
	Building, Custodial, Terminal	Custodial	Janitor, Cleaner	36 %	No
		Baggage	Store Helper	1 %	No
	Attendant		2 %	No	
Maintenance	Airfield & Grounds	General Service	Laborer	5 %	No
			Equipment Operator		No
		Landscape	Groundskeeper	5 %	No
	Facilities		Mechanic	1 %	No
			Plumber Carpenter Painter Electrician	10 %	Yes
No					
Visitor Information			Program Assistant	7 %	No
			Linguist		No
TOTAL:				602	

Source: State Department of Transportation, Airports Division, 1990.

The bulk of training for DOT employees is provided by in-house trainers, the Department of Personnel Services (DPS), or an industrial safety consultant. How to do the job safely and preserve the worker's health are stressed. DPS, in cooperation with Castle Hospital, has given Drug Abuse Awareness Seminars to all the Honolulu DOT employees. Other DPS courses are primarily for self-development. "DPS distributes leaflets and planned training program schedules through the personnel offices of each department. The brochures are disseminated from mid-management to the first-line supervisors. The supervisors distribute the pamphlets to their employees."⁸ Any employee may sign up for a course from the circulating list. Course approval is authorized by the head supervisor who determines whether or not the course will enhance the employee's progress. Timing of the course is also taken into consideration when allocating how many and who may be absent from the office.

Financed by the airport's special revenue fund, training of state airport employees is receiving a new emphasis in DOT. Honolulu Community College (HCC) will soon be providing on-site, any-hours training for the janitorial staff; within another six months HCC will be providing the same accessible training to the equipment maintenance workers. An in-house program being developed will train the supervisors on how to inform workers about the chemicals they work with, as is their "right to know." The Garden Court conference rooms accommodate small or large groups for on-site training at the airport.

DOT also offers quarterly training and courses at the community colleges. For instance, in 1988, Kapiolani Community College trained 250 Visitor Industry Program (VIP) personnel, custodians, and baggage service employees with the five-hour "The Island Way" workshop which focussed on the "Aloha Spirit."

Each division of the DOT operates according to the general guidelines provided by the State. This allows the individual divisions to have some leeway when deciding how to do its informal training. For the most part, all divisions train employees by on-the-job training techniques. To focus more on the overall objective of providing services to DOT's clients, the visitors, the airport's special assistant is planning to design detailed training for each job field.

Honolulu Community College's (HCC) Aeronautical Maintenance Technology program, formerly the Aviation Maintenance Aeronautical Technology program, is continuing with plans for a training facility located near the end of Lagoon Drive. DOT/Airports Division allocated 4.9 million dollars to build the Aviation Educational Center on state land. HCC will maintain the facility and teach courses there. The first phase of the building

which is due to be completed between 1991-1992, will consist of two hangars that provide shops and classrooms for instruction.

As-yet-unfunded plans for the second phase provide more buildings for classrooms, and the final phase plans include dormitories, a cafeteria, and a 250-seat auditorium. Neighbor islanders will have first priority for the dormitories. In addition to the regular Aeronautical Maintenance Technology program, HCC plans to teach refresher courses for mechanics and request expansion to include new degree programs in avionics, air traffic control, and flight training at the new facility. HCC anticipates having enough space available to have related classes for air carriers and operators and other community groups. This will be on a contract basis. HCC will have individual trainers teach the specific groups.

Problems That Could Be Addressed by Better Workers

A synopsis of the general problems that seem to currently exist at HIA and could be improved by trained, skilled workers are:

- Since there is so much reliance on supervisors and fellow workers to provide OJT, "train the trainer" courses might be welcomed by groups of concessionaires.
- Airport employers are pirating workers from each other so rapidly that the employees may carry their poor communication skills from job to job. Further, the "little city" nature of HIA provides the opportunity for coordinating certain programs for all airport employees. The most obvious example is the common need for most employees at HIA to have basic skills in dealing effectively with the public.
- Airport employers must sometimes deal with substance abuse among their employees, and would therefore benefit from effective workplace policies and programs to address substance abuse.
- Employers find it difficult to hire employees who have basic English language skills and communication skills which they need in dealing with the public. This is partially because many new employees coming into the local job market are non-English speakers.
- Employers have trouble finding eligible employees when basic math skills are required.
- Increased numbers of foreign visitors have led to a demand in foreign language upgrade.

- Formal training for workplace safety is needed.
- Employers in the state, federal, and private sectors are not very knowledgeable about training programs which exist in the state, thus suggesting a better distribution of the *Inventory of the Visitor Industry Education and Training Programs*.

¹ Hawaii, Department of Business and Economic Development, State of Hawaii Data Book: A Statistical Abstract, (Honolulu: Hawaii Department of Business and Economic Development, 1989) 463.

² Lorraine Shimamura, interview, Vice President of Human Resources, Duty Free Shoppers of Hawaii, Honolulu, 7 July 1990.

³ United States Customs Service, General Information, U.S. Government Printing Office, Washington, D.C., 1988.

⁴ Naomi Ferreira, interview, Supervisory Customs Inspector, U.S. Customs, Honolulu, 12 July 1990.

⁵ Al Nam, interview, Assistant Manager Trainer, Federal Aviation Administrator, Federal Aviation Administration, Honolulu, 19 July 1990.

⁶ Barry Fukunaga, interview, Airport Manager, Department of Transportation, Airports Division, Honolulu, 17 April 1990.

⁷ Roscoe Butler, interview, Personnel Manager, Department of Transportation, Airports Division, Honolulu, 14 March 1990.

⁸ Eleanor Young, interview, Personnel Management Specialist, Department of Transportation, Honolulu, 15 August 1990.

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Gary Koja	Manager, SIDA Taxi, Honolulu, Hawaii
David Mau	Manager, Department of Motor Vehicles, Honolulu, Hawaii
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THE IN-HOUSE TRAINING DIMENSION IN THE VISITOR INDUSTRY

INTRODUCTION

The Tourism Training Council's mission is to develop and improve the quality of the visitor industry workforce and to encourage opportunities for career development and upgrade for present and future employees in the industry. Central to that mission is training and to that end, the Council has focussed on training which is provided by institutions, both to prepare people for careers and to upgrade them after they have become employees. Yet the full picture of training in the visitor industry is not complete until the extent of in-house training provided by the businesses is measured.

What is in-house training? In-house training is defined as informal on-the-job training and formal company training. For purposes of this report, formal company training can include a training department, company training curriculum and materials, and/or customized training purchased from outside consultants or formal institutions. All other training is external. It is usually provided by formal training institutions and consultants and includes generic seminars delivered on-site, courses offered on campuses, and pre-packaged curriculum and materials.

The visitor industry employees most likely to have formal training in preparation for their jobs are bakers, restaurant cooks, chefs, managers, travel agents, and employees in the airline industry. The preponderance of visitor industry skills however are learned on-the-job, which makes in-house training the most significant form of training.

When employees receive a brief orientation to the company, it is exclusively provided in-house. On-the-job training (OJT) starts with the minimal training necessary for a new employee to function on the job. Further, in-house training is the only course when a company's training is so unique to the equipment, operations, and processes of the company that it would be unrealistic to expect that external vendors could provide the training effectively. The training "pie" is:

Before Hire	Pre-employment preparation of potential employees by formal institutions
After Hire	Employer training (informal or formal) of employees

- After Hire** Possibly, additional training of employees by formal institutions, paid for by:
- Employees who want to learn more skills, seek promotion, change jobs to another company, or start their own business.
 - Employers who want to supplement their companies' formal and informal training.

The American Society of Training and Development (ASTD) reported in 1990 that nationally, employers provide about 69% of formal training themselves, while external vendors provide the remaining 31%. ASTD estimates do not even include the salary cost of the supervisors' and employees' time spent in training.

SCOPE OF STUDY

The purposes of this study are to 1) gain information about the in-house training which businesses in the visitor industry provide to their employees; 2) learn to what degree businesses turn to external training programs to supplement their in-house training; and 3) collect recommendations for improvement in vendor training services to supplement in-house training.

The report is based primarily on information obtained from interview surveys of visitor industry-related businesses in the state. Council staff identified a sampling of tourism sub-industry businesses which included hotels, restaurants, travel agencies, and retailers. The sample consists of a total of 28 tourism businesses including 11 hotels (7 with more than 350 employees and 4 with less than 350 employees), 8 restaurants, 4 travel agencies, and 5 retailers. The hotel and restaurant samples include one of each on Maui, Kauai, and the Big Island. For the most part, training or personnel directors were interviewed about training in their companies. (See interview questions in Appendix A and the list of surveyed businesses in Appendix B.)

Concurrent Council projects provided information on training in the ground transportation, retail, hotel, and food service sub-industries, and this information is included where pertinent. A survey of businesses located at the airport is presented on pages 1-14 of this *Report*. See Appendix C for other Council project titles, training questions, and sample sizes.

EMPLOYERS' REASONS FOR PROVIDING IN-HOUSE TRAINING

All but two of the 28 visitor industry employers interviewed consider in-house training very important or important to their businesses, primarily because in-house training **improves the workers' productivity and ability to deal with customers**. The emphasis on productivity reflects businesses' sensitivity to the bottom line: that hopefully training that will lead to reduced cost, more efficient work operations, and better employee performance can be justified. The focus on customer service underscores the emphasis of the entire hospitality industry wherein most jobs require people contact and service.

Other important reasons for in-house training are so employees can acquire entry/advanced level skills, advance their careers, adapt to technological change, improve work quality standards, and improve their self-image. Table 1 shows the respondents' reasons for providing in-house training, by type of business.

Table 1
Reasons for Providing
In-House Training,
By Type of Business

<u>Reason</u>	<u>Total</u>	<u>Hotel</u>	<u>Restaurant</u>	<u>Retail</u>	<u>Travel Agent</u>
Improve Productivity	20	8	6	5	1
Deal with Customers	20	7	6	6	1
Acquire entry/advanced job skills	12	4	5	2	1
Advance careers	10	4	5	1	0
Adapt to technological change	7	4	0	3	0
Improve work quality standards	3	2	0	0	1
Improve employees' self-image	2	1	0	1	0
TOTALS	74	30	22	18	4

RESOURCES FOR TRAINING

The size and type of a business determine the amount of resources available for training. Only ten of the twenty-eight businesses surveyed provided estimates of their training costs. Although some of the businesses did not wish to disclose any figures, for many businesses, true cost data is not available. Four companies did not provide dollar estimates, but did report the percent of their training budget which is directed to in-house training. Of those 14 providing information about their training budgets, nine allot a significant portion (75-100%) of total training expenditures to in-house training.

Table 2 shows the differences between business organizations in their annual training expenditure for each job. Large hotels (workforces of 350 to over 2000) were moderately to severely affected by labor shortages and spent the most on training for each job. Retailers, even though they had turnover and labor shortage problems, spent much less on training. Small hotels (fewer than 350 employees) also spent little on training. The food service industry has high turnover rates and were affected by labor shortages; they therefore probably must train several people each year for one position alone. Not enough food service businesses provided information about their training expenditures for this study to report on the level of their expenditures. Interestingly, Table 2 does not reveal a pattern within organization types as to how much of the training funds pay for in-house training versus purchase of external training services.

Table 2
Training Expenditures,
By Type of Business

<u>Type of Business</u>	<u>Annual Training Expenditure/Job</u>	<u>Percent Spent on In-House Training</u>
Large Hotels (>350 employees)	\$50 - \$100	40% - 100%
Small Hotels (<350 employees)	<\$20	10% - 75%
Retailers	<\$30	50% - 100%
Travel Agencies	Not available	30% - 100%

MEASURES OF TRAINING EFFECTIVENESS

Visitor industry businesses use a number of different methods to evaluate the effectiveness of both in-house and external training. The methods range from the trainees' personal reactions to the training, through observation of behavior changes on the job, to measures of broad organizational change, such as increased productivity and reduced costs. Essentially, among the businesses interviewed, the employees are evaluated, and availability of a training budget generally allows more formal evaluation.

The Hilton Hawaiian Village's "Richie Report" is an evaluation done by an outside company to conduct mystery guest visits three to four times yearly to Hilton's properties. The comprehensive evaluation follows Hilton corporate guidelines for quality assurance, and looks at all aspects of hotel operations, including customer service, food and beverage operations, facilities upkeep, security, and guest satisfaction. Sheraton's federally funded literacy project (described later on page 22) systematically sought follow-up evaluation from the employees' supervisors upon completion of the training and on a regular basis at 3- and 6-month intervals.

Table 3 shows the methods used by companies to evaluate training so they can answer the questions: "Was the training effective?" "What training should be given now?"

Table 3
Measures of Effectiveness

<u>Measure</u>	<u>Number of Companies Using Measure</u>
Observation by superiors	11
Periodic employee performance evaluations	11
Customer comments cards and guest interviews	7
Written and verbal employee feedback about training and trainers	4
Pre- and post-training evaluations and tests	3
Productivity measures, such as number of sales, errors, time to serve restaurant customers, complaints, production	3
Independent evaluators; e.g., Richie report, Mystery guest report	2

TRAINING BY SUB-INDUSTRY

Although each tourism sub-industry has its own training needs and patterns, all businesses commonly use self-teaching manuals, videos, and computer programs.

Hotel Industry

The hotel industry provides much of its training in-house and on-the-job (OJT). The 17 Native Hawaiian hotel managers surveyed for a Tourism Training Council study on Career Advancement of Native Hawaiians in the Hotel Industry reported that on-the-job, in-house training provides employees with practical focus of job demands and objectives. They claimed "on-the-job training was the most rewarding preparation for their current jobs, and 65% of them suggested that even more OJT be incorporated into the training process."¹

When the surveyed hotels buy external training, the great emphasis is on management.² Significantly, two hotels on the neighbor islands are beginning to look at external training programs geared to non-management employees. External trainers also help hotels with computer skills and Japanese language and culture. A few hotels seek technical training, such as for hotel engineering, and one sought advice, unsuccessfully, on how to retain employees. Table 4 depicts the training topics, beyond basic training for the job, which the surveyed hotels reported they conduct or support, either through in-house training or purchase from external vendors.

Training staffs at some hotels will also work with external trainers and consultants to provide special training programs for all employees. The WAIAHA Foundation has offered its "Tourism, Keeper of the Culture" program at both large and small hotels. This program seeks to make Hawaiian values the core of the hotel's operation.

Larger Hotels. The larger hotels (more than 350 employees) have specific training budgets, and staff are able to provide a wider range of courses, have the capacity to train their employees throughout the year, and subsidize external training for the greatest number of employees. The large hotels which have training budgets estimate spending between \$50 to \$100 a year per job on training.

¹1990 Report to the Governor on Tourism Training, Tourism Training Council.

²The findings of the Tourism Training Council study of career advancement opportunities for Native Hawaiians in the hotel industry (See Appendix C, Item 1) confirm the high degree of training available to hotel managers. All 21 surveyed hotels, both large and small, reported they sponsor workshops and give time off and reimbursement to managers to attend outside training classes.

Table 4
Hotels' Training Topics
Beyond Basic Orientation to Job

TOPIC	# Hotels Providing <u>In-House Training</u>		# Hotels Purchasing <u>External Training</u>	
	<u>Large*</u>	<u>Small**</u>	<u>Large*</u>	<u>Small**</u>
Management	3	2	3	2
Supervision	4	1	0	0
Safety	4	2	0	0
Quality Performance	4	1	0	0
Customer Service	2	1	0	0
Alcohol Awareness	2	1	0	0
Housekeeping & Maintenance	1	1	0	0
Japanese Language & Culture	2	0	0	3
Hawaiiana	1	0	0	0
Telephone Skills	1	0	0	0
Reservation Skills	0	1	0	0
Front Desk	0	1	0	0
People Skills	0	1	0	0
Sales	1	0	0	0
Literacy	1	0	0	0
Computer Skills	1	0	1	2
Facilities Maintenance	0	0	0	1

* >350 employees

** < 350 employees

The training functions of these larger hotels is typically de-centralized and decisions about training are made at the department level. Mid-level managers and line supervisors identify the training that is needed, arrange for it, and deliver it if necessary. The training staff assists by providing the necessary curriculum, instruction, and other materials as required.

Sheraton recently completed a federally funded project to teach literacy at the worksite. Three hundred thirty eight (338) employees from the four Sheraton hotels in Waikiki received free instruction in English as a Second Language, Basic Skills, and/or GED preparation on-site at the Sheraton-Waikiki's Human Resources Center. Most of the employees in the program, called "S.U.C.C.E.S.S.," were non-English speaking Filipino housekeepers. Interestingly, managers found the participants' work quality, attitudes, and comprehension improved even though their ability to speak English did not increase very much. The learners set the pace by being able to enter and exit the training as they chose. Training delivery was through classes, one-to-one tutors, and computer-assisted learning. This model for workplace literacy training continues at the Sheraton hotels in Waikiki and is being implemented by other hotels in the state.

After this success, Akiko Takahashi, Regional Manager for Human Resources at ITT Sheraton, recommends that professional trainers could design other types of in-house training programs on-site with businesses. Then these programs could be used as models in similar businesses. This suggestion underscores a finding of a 1987 study of non-tourism businesses by the Commission on Employment and Human Resources:³ "one of the most useful services that the public sector could provide would be to assist businesses in developing more effective in-house employee training programs. . . . These included instruction in the following:

- Job and task analysis;
- Conducting employee training needs assessments;
- Curriculum development;
- Use and applications of alternative training procedures (e.g., simulation, case studies, role playing, etc.) [and supplemental training materials (e.g., workbooks, software, audiovisuals)]⁴
- Identification of behavioral and cognitive training objectives;
- Impact evaluations."

³Commission on Employment and Human Resources, *Private Sector Training Needs in New and Emerging Fields*, December 1987, pp. 40-41.

⁴American Society for Training and Development, *Training Partnerships*, March 1990, page 7.

Smaller Hotels. The training and operational needs of smaller hotels (fewer than 350 employees) are different. The employees and managers often are responsible for more than one function and need to be cross-trained. The smaller hotels tend to concentrate their training on orientation of new employees and improvement of their managers' skills. Since they seldom have a training staff, smaller hotels rely more heavily than do larger hotels on external training from the community colleges, local seminars and consultants. The dilemma here is that while the smaller hotels need the external training assistance, their employees are unable to obtain consistent working time off for training. The Hawaii Hotel Association's Council of Smaller Hotels is working to bring attention to the range of issues concerning smaller hotels. Training activities include seeking legislative support for training assistance and contracting with public training institutions like Honolulu and Kapiolani Community Colleges to provide low cost employee training.

Food Service Industry

Training in the high turnover food service industry is characterized by intensive on-the-job training to changing faces in entry-level jobs. In fact, two of the restaurants reported the labor shortage has forced them to intensify training to bring inexperienced new hires up to speed. Bakers, restaurant cooks, and chefs, in contrast to the other food service workers, have usually prepared themselves with formal training before they even enter their careers.

A Tourism Training Council study of food service trends and skills (See Appendix C, Item 3) showed that half of all food service managers are trained on a continuing basis in their jobs. The other half of food service managers receive a training program during a set time period: 6-10 weeks in restaurants, and 1-6 weeks in hotel food service operations.

In terms of entry level training, one-third of the 36 restaurants surveyed provide ongoing training to their non-managerial workers. However, the majority (2/3) of restaurants train their non-managerial workers in only 2-5 days. Hotel food service operations follow the same pattern: only one-fifth of the 16 hotels train their food service workers on a continuing basis, while 80% of them train those workers on-the-job in a short 1-2 weeks. One-fifth of all food service operations supplemented their in-house training by purchasing training services from others.

In this in-house training survey, only large food service operations (with 85 or more employees) purchase external training; they tend to buy technical training such as culinary arts, baking, chef training, and winery knowledge. They also seek and support managerial, supervisory, and customer service training courses.

Retail Industry

In 1989-90, retailers experienced high turnover rates, were affected by labor shortages, and had annual training budgets which ranged between \$3 and \$31 per job. Fifteen key informant interviews for a Tourism Training Council survey of training needs at Honolulu International Airport (See survey on pp. 1-14 of this 1991 *Report*) confirmed that, except for the giant DFS Hawaii (formerly Duty Free Shoppers), all training of the retail concessionaires at the airport is informal and on-the-job by supervisors and peer employees. Any of the airport concessionaires' resources earmarked for external training vendors go for managerial training and Japanese language skills to improve customer service.

In comparison, the retailers surveyed for this study buy a variety of external training: management, Japanese for merchants, motivation, speaking, and office skills. There is no pattern to the services they seek, as the retailers interviewed are located in different market segments; i.e., Royal Hawaiian Shopping Center in Waikiki, Hilo Hattie's garment factory, Sea Life Park, the Holiday Mart chain which caters to both tourists and residents, and Products of Hawaii which is a small retailer with gift shops on Oahu and Maui.

Ground Transportation Industry

A Tourism Training Council study of career advancement opportunities in Hawaii's ground transportation industry (See Appendix C, Item 3) found that these predominantly small businesses conduct all of their own on-the-job training for new employees at all classification levels. The training is conducted by senior or supervisory level employees or the person in charge of training and orientation activities for the company. Firms with driver positions, requiring the Type 4 or higher category operator's licenses, usually provide for their own classes with outside assistance for the actual examination and licensing. Nearly three-fourths of the surveyed firms indicated that they utilized external training services, if and when the services were appropriate and timely to their needs.

In addition, over half of the 17 companies surveyed reported that their employees were fully or partially subsidized for external training. These employees indicated they improved their knowledge and skills through self-study; i.e., course-work, reading (materials supplied by their employer), or other similar activities.

Travel Agencies

Among travel agencies, training consists primarily of OJT for new employees and training to accommodate technological and industry innovations. New employee orientation in these mostly smaller businesses is done in-house by senior employees, managers, and, in some cases, self-learning through job-specific manuals and computer software. New employees learn company procedures and computer systems and within 3-10 days. Generally, since new employees are hired with some training or experience in the travel business, only familiarization with particular company practices is needed. Computer reservations systems are constantly being modified; so agents must re-train periodically. Airlines, which develop these systems, will provide this training to travel agencies in return for business referrals. Other training involves product and service familiarization by attending trade shows, conventions, and by taking occasional FAM (familiarization) trips to visitor destinations, all provided at company expense.

EMPLOYERS' PERSPECTIVES ON TRAINING PROVIDED BY EXTERNAL VENDORS

Generally, businesses offer their employees external job-related training as needed. Businesses will generally pay the cost of external training by reimbursing the employee after successful completion of the program, by purchasing training slots for employees, or by hiring vendors to give classes at the worksite.

Most often, visitor industry businesses use local training sources. However, neighbor island hotels will occasionally send employees to Oahu for certain training, while most travel agencies send employees to the mainland.

Respondents noted using the University of Hawaii community colleges, campus at Hilo, and the School of Travel Industry Management. Private training sources included Hawaiian Educational Council, Computer Institute, Disney University, Hawaii Pacific University, and both local and mainland airline training programs for travel agents. Occasionally, employers use seminars offered locally by mainland-based training companies like "Career Track" and "Fred Pryor," seminars which deal with varied topics in a concentrated time format.

When employers were asked about the adequacy of programs offered by external trainers in meeting their needs, the most significant point was that 40% of all businesses surveyed reported they had little or no knowledge about external training services. A similar percent (35%) of the ground

transportation businesses surveyed by the Tourism Training Council in another study were uninformed about available training.

Roughly 30% of employers surveyed felt that training programs were adequate. However, another 30% felt that training programs need to deliver a wider variety of training services and courses and work to deliver effective training to employees at the job site. The surveyed employers introduced several themes to improve services.

Employers feel that the pre-employment preparation of workers is poor. Many workers lack the basic skills to communicate, read and write, and perform simple calculations. They often lack the proper work ethic and attitude to perform responsibly on the job. Employers also emphasized the need to better prepare future workers for visitor industry jobs. Funding should be provided at the high school level to introduce the visitor industry to students and set up programs that offer work experience to aspiring students through scholarships and internships. The focus of classroom training should be on basic literacy, math, people skills, and foreign languages.

Graduates of training programs do not have a realistic appreciation of the work environment. Classroom learning alone falls far short in providing skills and attitudes that are easily transferred to the workplace. Employers suggest improvements that stress more practical application and actual work experience during the learning process. They call for more internships and work-study opportunities for both high school and post-secondary students, as well as their teachers. Training institutions can improve quality learning by emphasizing competency-based training and hiring instructors who are active in the industry and understand the workplace demands of the visitor industry.

To provide effective training services to businesses, trainers must be more attentive to the needs of employers and employees in the workplace. This is where advisory committees can help training institutions to better target and gauge specific job-related training and its delivery. They already know job-specific training needs to be delivered on-site. The programs need to be offered more frequently in relatively short blocks at times to accommodate worker schedules. The importance of advisory committees was repeated by many employers, even though most business representatives surveyed have not been and are not representatives on schools' advisory committees, and about half have never been consulted by training institutions for their input.

Several small businesses, particularly in West Hawaii, asked for assistance to small businesses and entrepreneurs to assess their training needs and help to implement training within fiscal and workplace constraints.

The sparse training opportunities in West Hawaii were also underscored by a Kona restaurant which said "University of Hawaii at Hilo should establish a first quality **Hospitality University Center on the Kona side of the island**, with ongoing managerial and professional level programs."

There were additional suggestions as to how the state government could assist the visitor industry in employment and training matters. Linda Harris, Outrigger Hotels' Training Manager, suggested the state and private sector collaborate to run a **Visitor Industry Service Center** which would provide a resource library of instructional materials, training, consultancy, job placement, and guest information.

David Allaire, General Manager of Kimo's Restaurants on Maui, suggested the state could assist the visitor industry with: a) employee assistance programs to deal with personal and substance abuse problems; b) transportation for workers; and c) strategies for employee retention.

RECOMMENDATIONS

A. STRENGTHEN IN-HOUSE TRAINING CAPABILITY

In-house training is the most significant and often-provided form of employee training. Factors like business type, available training resources, employee time and special needs, affect how and what in-house training is delivered, revealing various needs among businesses which warrant outside assistance.

The preponderance of OJT in the visitor industry points to the importance of supervisors' skills in training the employees who are both learning and performing the work at the same time. If OJT is simply "follow me and do what I do," many steps to each task will be overlooked by both trainer and trainee. Thus supervisors need to be trained to break down each job into sequential steps and effectively train their workers to perform all the steps.

Sheraton and the University of Hawaii developed a model in-house training program for literacy, a widespread training need for all hotels. Other generic training needs which should be addressed on a broad scale are:

- Delivery techniques for on-the-job training.
- Skills for beginning supervisors.
- Evaluation measures of training effectiveness.
- Self-learning modes for isolated employees (such as taxi drivers) or employees of small business.
- Conversational Japanese.
- Employee retention strategies for managers.
- Customer service skills.
- Successful integration and career development of immigrants into the workforce.
- Employee orientation to the history, culture, and language of Hawaii.

Training providers can strengthen in-house training capability by developing business-specific training programs to address such issues and instructing businesses in job and task analysis, the conduct of employee training, needs assessments, curriculum development, use and application of alternative training procedures, use of supplemental training materials, identification of behavioral and cognitive training objectives, and outcome evaluations.

The Tourism Training Council therefore recommends that the community colleges, School of Travel Industry Management, and Small Business Development Centers work with businesses to assist in improving in-house training programs which can be replicated in similar businesses.

B. IMPROVE INFORMATION DISSEMINATION ABOUT TRAINING PROGRAMS

There is little general knowledge about training programs available to businesses, which means it doesn't even occur to many businesses that their productivity and service could be improved by purchasing some training services. It can also be a frustrating experience for the business which is actively looking for assistance.

The needed information has been collected. Career Kokua has a computerized information system located in all schools, school-community libraries in rural areas and state employment service offices. The visitor industry programs in particular have been pulled together in a comprehensive inventory, published every two or three years by the Tourism Training Council. Since businesses remain unaware of training programs, despite these information banks,

The Tourism Training Council recommends these steps to improve information dissemination about existing training programs:

1. Department of Labor and Industrial Relations (DLIR) and Department of Education (DOE) to make Career Kokua more accessible to the public, by starting expansion to the regional libraries.
 - a. DLIR to implement a project to demonstrate Career Kokua in at least one regional library.
 - b. DOE to budget for inclusion of Career Kokua as part of their regular information services in regional libraries.
2. Tourism Training Council to market its dissemination of information in its *Inventory of Visitor Industry Education and Training Programs* and current training offerings through creative publicity, wider networking, and tailoring information to targetted audiences.
3. Post-secondary educational institutions could model their efforts after their respective Offices of Community Services who have developed innovative ways to publicize their offerings.

C. IMPROVE TOURISM TRAINING IN SEVERAL RESPECTS

The findings of this study re-confirm the following conclusions⁵ which have been stated in other Tourism Training Council studies; i.e., training programs should:

- Take frequent opportunity to teach basic skills by incorporating into skills courses job-specific components that include literacy training, English-As-A-Second Language (ESL), communication skills, and math.
- Increase job readiness, which can include assessment, counseling, support services, and curricula aimed at improving student and worker self-esteem and self-confidence in the areas of interviewing, resume writing, and workplace decorum.
- Expand supervisory and management training, including emphasis on how to deliver on-the-job training, retain employees, increase productivity, and reach new potential workforce.
- Conduct worker training at the worksite, on-the-job, and customize for employer and employee convenience.
- Provide follow-up to employee training to motivate, reinforce learning, and assess progress; e.g., train supervisors on what employees learned and how to reinforce the learning; provide competency checklist to course participants and their supervisors.
- Target services to employees and managers in small business.
- Increase work-study and cooperative education opportunities which tie educational institutions and the realities of the workplace more closely.
- Establish active business/industry advisory committees for professional and vocational visitor industry-related programs and involve them in aligning programs with industry needs.

The Tourism Training Council recommends that education and training institutions, both public and private, continue their efforts to improve services and activities in these above areas.

⁵See Appendix E for summary of all Tourism Training Council recommendations.

1992 REPORT TO THE GOVERNOR ON TOURISM TRAINING



TOURISM TRAINING COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

1992 REPORT TO THE GOVERNOR ON TOURISM TRAINING

GOVERNOR JOHN D. WAIHEE

**KEITH W. AHUE, Director
Department of Labor and Industrial Relations**

May 1992

**TOURISM TRAINING COUNCIL
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COMMISSION ON EMPLOYMENT AND HUMAN RESOURCES

April 1992

The Honorable John Waihee
Governor, State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Dear Governor Waihee:

The Tourism Training Council is pleased to submit its 1992 Report to the Governor on Tourism Training which features three subjects.

"Retail Salespeople in Hawaii's Visitor Industry" examines the important retail sector of the visitor industry. One of the study's most significant findings underscored the need to support workplace training efforts to improve employees' basic skills.

Greater competition and a dwindling skilled labor force make it imperative that all managers develop solid human resource management skills. "A Survey of How Managers are Trained to Train" identifies human resource management training programs in Hawaii's visitor industry.

Finally, the summary and findings of a 3.5 year demonstration project to develop and deliver visitor industry training around the state is presented in the final report, "The Tourism Training Council's Visitor Industry Programs in the University of Hawaii System."

On behalf of the members of the Council, I wish to express our mahalo to you and the Legislature for supporting Council programs and activities. We would also like to acknowledge the many individuals and organizations, from employers and business organizations to education programs and student interns, who have assisted the Council with its work.

Sincerely,

Chuck, Gee, Interim Chairman
Tourism Training Council

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RETAIL SALESPeOPLE IN HAWAII'S VISITOR INDUSTRY

INTRODUCTION

The Tourism Training Council conducted this study of the retail salesperson in the State of Hawaii to investigate, research, compile, and document information, trends, and issues related to employment and training for this occupation in the visitor industry.

In the past, the Council has completed studies that focused on the hotel, ground transportation, and food service industries. Like those studies, this paper collects and analyzes information and makes recommendations for planners and training providers to use in responding to present and future employment and training needs. Unlike those studies which focused on broad industries, this study focuses on a specific occupational area.

The retail salesperson occupation symbolizes the importance of the retail sector in providing products and services to visitors and employment for Hawaii residents. Salespeople are considered the front line of the retail industry because they deal directly with customers. Salespeople covered in this study work in businesses selling merchandise such as apparel, jewelry, arts and crafts, groceries, sundries, packaged foods and beverages, and tobacco products to visitors predominantly. Excluded are employees of fast food establishments and other eating and drinking establishments. The degree to which salespeople are adequately prepared for sales responsibilities as well as their performance skill will affect the customers they serve and the businesses that employ them. In the visitor industry, this means extending excellent customer service to visitors, identifying and meeting their needs, and helping to influence their overall visitor experience. In turn, salespeople are impacted by industrial and economic changes and trends which affect their employment, advancement, working conditions, skills requirements, and training.

This study examines retail salespeople only in relation to the visitor industry. The analysis includes an assessment of current and future labor demand and supply for salespeople, identification of the trends and issues related to workforce quality and preparedness, a description of job duties and responsibilities, skills requirements, work conditions, career advancement opportunities, and training availability and adequacy.

METHODOLOGY

Two research methods were used for this study. First, a literature review was conducted which surveyed national and local sources on labor supply and demand; retail and visitor industry economic conditions; industry and occupational trends and issues; retail industry employment related practices; education and training curricula and planning; and retail training and practices.

Second, "key informant" interviews were conducted with six managers and human resource directors of retail businesses. They responded to questions on salesperson duties and responsibilities, job skills, qualifications, labor supply, demand, and turnover, effects of visitor and retail industry trends, and level and adequacy of training. They also discussed their role in retaining, hiring and recruiting salespeople (See questionnaire in Appendix A). Since the study focused on salespeople in the visitor industry, only retail businesses with at least a 50 percent visitor clientele base were considered. Participants' visitor clientele base ranged from 60 to 100 percent. These businesses were identified by location and likelihood to service visitors. Their locations include visitor destination centers like Waikiki and in and around hotels; shopping centers that attract visitors like Ala Moana and Royal Hawaiian Shopping Center; and visitor transit points like Honolulu International Airport. In retail businesses with branch stores including those in areas not frequented by visitors, only the stores with at least a 50 percent visitor clientele base were interviewed.

Business respondents ranged in size from 11 to 1200 employees. They included retailers of general merchandise, jewelry, apparel, and specialty and gift products. This study excluded eating and drinking establishments and military exchanges.

Key informant interviews with three training providers at the secondary and community college levels provided information describing existing training programs for the preparation or advancement of salespeople (See questionnaire in Appendix B).

Although this study focuses on salespeople in the visitor industry, the information and findings could apply to all salespeople. Much of the information included in this study, particularly from the literature review, comes from sources on salespeople in general. It should be noted that the information reflects "key informant" input only from Oahu.

WHO ARE HAWAII'S SALESPeOPLE AND WHERE DO THEY WORK?

Approximately 24,400 salespeople work in the retail industry statewide. Over half (58%) of Hawaii's salespeople are women. Nationally, 10% of all salespeople work in supervisory positions.¹

Hawaii's salespeople work in an industry made up mostly of small businesses (less than 20 workers). Excluding eating and drinking establishments, there were 3,761 retailers statewide in 1990 employing 66,731 workers for an average of roughly 18 employees per retailer.²

Hawaii's retail businesses, excluding eating and drinking establishments, generated nearly \$10 billion in sales in 1989, up from roughly \$8.4 billion in 1987. Sales are expected to reach \$12.5 billion in 1992.³ The importance of salespeople who are directly involved in making sales to visitors is illustrated when one considers that 15% of the State's daily population (i.e., visitors)⁴ account for a little over 20% of Hawaii's total annual retail sales.⁵

The average annual income for all retail workers in Hawaii is low. Its \$16,694 is 72% of the average (\$23,156) for workers in all Hawaii industries.⁶ A person's income is based on the wage and the number of hours worked. The average wage for entry level salespeople ranges from \$4-6 an hour. Experienced salespeople may earn between \$6-8 per hour or more. Some salespeople also receive commissions on sales usually determined by the sales practices of a particular employer. Many salespeople receive a discount on store merchandise as an employee benefit.⁷

¹ Hawaii State Department of Labor and Industrial Relations, Career Kokua, Computer Files, (Salespersons 7454).

² Hawaii State Department of Labor and Industrial Relations, 1990 Employment and Payrolls in Hawaii (1991), pp. 5-6.

³ Bank of Hawaii, All About Business in Hawaii (1991), p. 55.

⁴ Hawaii State Department of Planning and Economic Development, Intercensal Population Estimates for Hawaii, 1940-1980 (Statistical Report 172, February 1, 1985), Table 2: Federal-State Cooperative Program for Local Population Estimates.

⁵ Bank of Hawaii, All about Business in Hawaii (1991), p. 55.

⁶ Hawaii State Department of Labor and Industrial Relations, 1990 Employment and Payrolls in Hawaii (1991), pp. 5-6.

⁷ Hawaii State Department of Labor and Industrial Relations, Career Kokua, Computer Files, (Salespersons 7454).

Salespeople work an average of 30.9 hours per week.⁸ Often, this includes working evenings and weekends, and additional hours during peak periods. The workplace for salespeople is usually indoors, relatively clean, and well-lighted. Work involves a great deal of public contact and standing for long periods.⁹

Opportunities for both full-time and part-time employment are plentiful for salespeople. The retailers interviewed for this study consider 50% to 80% of their workforce as full-time employed salespeople. Because many employers need flexibility in expanding and contracting their workforce due to fluctuating consumer demand, some regular workers are hired on a part-time basis; temporary workers may be hired on a full or part time basis.

Retailers fill their labor need by recruiting for salespeople through newspaper ads, employee referrals, job fairs, in-store signs, employment agencies, and word of mouth to announce openings. Newspaper ads are effective for most retailers though many small businesses which can't always afford newspaper ads have good success with in-store signs. If the need is urgent or no satisfactory applicant can be found, some retailers use temporary service agencies to fill salesperson vacancies.

Salesperson applicants do not come from a particular background nor fit a particular profile, except that most are female, according to most key informant responses. Applicants are drawn from the broad population for this entry level occupation.

Retailers note that salesperson applicants' reasons for working are diverse and the challenge is to be able to respond to their needs. Some applicants seek to start a career and are interested in good pay, benefits, and a chance to advance. Other, mostly younger applicants who are typically students, want income to supplement their education expenses and a part-time schedule or temporary work set around class schedules. A retail industry executive commented that meeting diverse needs could be accomplished by retailers offering employees a cafeteria plan of various benefits from which employees select only those most important to their needs. In this way employers can contain costs and employees get the benefits most important to them.

⁸ Hawaii State Department of Labor and Industrial Relations, Labor Force Data Book (March 1978), as revised annually through April 1991.

⁹ Hawaii State Department of Labor and Industrial Relations, Career Kokua, Computer Files, (Salespersons 7454).

WHAT EMPLOYMENT FACTORS AND OTHER TRENDS AFFECT SALESPeOPLE?

Difficulties in Recruitment and Retention

In Hawaii, employment growth for salespeople is expected to be moderate, growing at an average annual rate of 3.25% between 1988 and 1993.¹⁰ Roughly half of all salesperson openings in Hawaii will come from growth in the economy with employment opportunities best on Oahu.¹¹

Locally, retailers will continue to compete to fill salesperson openings in an economy that has low unemployment. Retailers, however, are divided as to the effects of the labor shortage on salesperson employment in their particular businesses. Some claim no effects from the labor shortage; others claim moderate to severe effects.

Relatively steady year-round consumer demand and stable employment for salespeople may account for the difference in opinions among some retailers. Those retailers in the visitor industry with minimal labor shortage related problems also reported fairly low salesperson turnover. Included in this group are some small retailers whose sales volume does not vary enough throughout the year to justify hiring additional salespeople. Problems for these retailers occur when new competitors come into the market and lure away employees, forcing these retailers to seek out qualified salespeople from a tight labor pool.

Those retailers in the visitor industry with labor problems report high turnover among salespeople and a fluctuating need for salespeople throughout the year. Salesperson turnover varies widely among retailers interviewed for this study, ranging from 10% to 50% per year. Turnover is usually highest among newly hired salespeople who usually quit after two to three months. In exit interviews, departing employees report disenchantment with the job because they did not fully realize the particular demands of the job.

Retailers cite several factors which make it difficult to recruit and retain salespeople. The disadvantages to salesperson jobs include low wages, long hours, working evenings, weekends and holidays, and the uncertainty of holding a temporary or seasonal job. Retailers must compete with other

¹⁰ Hawaii State Department of Labor and Industrial Relations, Employment Outlook for Industries and Occupations, "Employment by Occupation and Industry", 1988 and projected 1993, p. 66.

¹¹ Hawaii State Department of Labor and Industrial Relations, Career Kokua, Computer Files, (Salespersons 7454).

industries like banks, fast food establishments, and hospitals to fill their entry level jobs. Also, most of these entry level workers are transient (including students, military dependents, and mainland workers who come to Hawaii 6 to 12 months and leave again). A large retailer interviewed for this study noted that 25% of its employees leave to return to the mainland.

The human resource director of a large local retailer noted severe labor shortage problems two years ago because pay rates and benefits were not competitive, and the company did not know how to keep good people nor have the right training program in place. These conditions have since improved and consequently the store has had a better recruitment and retention experience. If the work climate for salespeople is positive and they feel good about their employer and the job they are doing, people won't leave to earn 25-50 cents an hour more. People normally do not leave over money. They leave either because they are not doing a good job or are dissatisfied with the work. Common reasons given by salespeople and other employees during exit interviews are, "I just didn't feel like what I was doing mattered;" "I didn't feel important;" or "The contribution that I made was never really recognized." Under these conditions, something else always looks like a better opportunity. Those businesses who are strongly affected by the labor shortage should realize that it may not be a labor problem as much as a management problem. The director advised, "Instead of looking for more people, invest in the ones you have and see how you can keep them."

Sales Peaks and Valleys

The sales workforce for most retailers fluctuates throughout the year. Retail shopping patterns among consumers, including visitors, impact the need for salespeople. Nationally, the retail industry has its traditionally highest sales period during the winter holiday season, between Thanksgiving and New Year's Day. Demand for salespeople consequently is higher for this period.

This pattern is also true locally except that, for those who sell to visitors, tourism's peak periods make a difference. Key informants reported higher than normal sales from January through March and from June through July, coinciding with peak travel seasons. The low months for sales are May and October.

Technology

Investment in retail technology is mostly by large retailers who can better afford it and impacts salespeople by requiring them to learn to operate new computerized sales registers. The new computerized sales system simplifies manual sales tasks but also demands higher level skills such as

how to access and interpret product information, purchase options, and customer data.

Nationally, retailers are investing in new technologies to improve business operations and cut costs. One example is a system known as EDI (Electronic Data Interchange) which is being increasingly used by retailers. It shortens the order cycle, and reduces out-of-stock merchandise and the amount of money required to maintain inventories. Retail chains have supplemented EDI with a quick Response (QR) system which further improves communication networking between headquarters and individual stores, increases sales, lowers inventory carrying cost, and provides greater customer satisfaction. Traditional cash registers are giving way to sales scanners and computer terminals which are used by salespeople to deliver quicker and more efficient customer service and to assist salespeople with accessing relevant product and customer information quickly.¹²

Tailoring Sales to the Customer

Hawaii's retail salespeople who cater to visitors can expect market increases as more visitors arrive from the expanding markets of Europe and other parts of Asia besides Japan. Important assets for salespeople serving visitors is the need for some knowledge of foreign languages, training in product lines, and understanding of what consumer products are desired by different tourist clientele.

Generally, consumers will be looking for "the difference" in their purchases. Because of greater competition, business including retail, is moving toward specialization of products and clientele. The salespeople will be required to know more about those products and their clientele. This departs from the traditional general sales and market practices. A key factor in selling successfully will be customization in terms of quality and service to customers, according to retailers interviewed for this study.

New Retail Modes

Non-store retailing such as mail order, sales via cable TV, and computer-assisted buying programs will find consumer acceptance, especially where the service fits the needs of the purchase. These modes are popular among professional women who no longer have the time to shop in stores.¹³ But salespeople to visitors will not be impacted by these new sales mode options, and traditional store shopping will continue in fashion for Hawaii's visitors.

¹² Marvin J. Margulies, "Retailing", Office of Service Industries, (1990).

¹³ Ibid.

Retailers participating in this study agree that despite some trends, nothing can substitute for the sales and communication skills that salespeople use in serving customers.

WHAT DO SALESPeOPLE IN THE VISITOR INDUSTRY DO?

Salespeople in Hawaii's visitor industry are different from other salespeople only in that they serve visitors predominantly and are directly affected by visitor industry trends. Interview respondents confirm that when it comes to the most important and basic responsibilities of salespeople, selling merchandise and serving customers, all salespeople have the same goals, regardless of clientele. Since essentially all salespeople require similar skills, training providers make no distinctions between visitor industry related salesperson training and salesperson training in general.

Salespeople looked at in this study sell merchandise in retail stores to visitors primarily. They generally answer questions about products and try to interest customers in the merchandise. They may show various products, fill out sales slips or contracts, get credit approval, keep sales records, receive payments, handle product mailing, use the telephone and cash register, and perform minor store upkeep. Other duties may include taking inventory, keeping track of hot-selling merchandise, ordering merchandise, marking price tags, stocking shelves, setting up displays, and handling merchandise returns and exchanges.¹⁴

The primary duties of a salesperson however, are customer service and product sales. These duties typically reflect more than merely ringing up sales or stocking merchandise. Salespeople typically spend the bulk of their time in servicing customers and most often become involved in helping a customer make an informed and satisfying purchase decision. Their goal is to cultivate and make a sale. For many businesses, customer service is the key to this process. Salespeople work with customers by determining their needs, presenting options, providing product information, and attending to specific customer requests.

Customer service and product sales are common duties for all salespeople. Yet, it is not likely that all the duties and responsibilities listed above would be required of every salesperson. Duties and responsibilities for salespeople vary from retailer to retailer depending on the business organization and its practices. Some stores prefer their sales associates to

¹⁴ Hawaii State Department of Labor and Industrial Relations, Career Kokua, Computer Files, (Salespersons 7454).

concentrate primarily on selling and customer service. These are usually larger employers who have the resources to hire sales support such as cashiers and stock clerks to perform many of the secondary salesperson duties previously identified. Conversely, among mostly smaller shops and boutiques, salespeople can be called upon to perform a range of tasks from cashiering and stocking to minor cleaning and upkeep and store opening and closing. In a small business, everybody does a little of everything, and employees are cross trained whenever possible.

WHAT DOES IT TAKE TO BE A SALESPERSON?

Salesperson is an entry level occupation. Employers interviewed for this study agree that sales experience is not necessary for employment as a salesperson in the visitor industry although sales and cashiering experience and some knowledge of computers are helpful.

It is important, however, that applicants have at least a high school diploma or equivalent. A high school diploma generally indicates to the employer that basic skills have been learned and demonstrates commitment to completing a task or work activity. It is the only formal qualification requirement for the salesperson occupation. Salespeople should be able to read, write, do simple math, and communicate effectively with customers and co-workers. Salespeople must understand customers' needs and know how to help them select merchandise. Ability to speak a foreign language, particularly Japanese, is helpful or even preferred by retailers who serve a Japanese visitor clientele. If a retailer caters to Japanese visitors primarily, speaking Japanese is usually a requirement for salespeople.

Many employers feel that if applicants are equipped with basic skills and possess the appropriate attitude, they can be taught the necessary skills for the specific job. These include learning about the product line, customer base and way of doing business. Each business has its own in-house procedures and practices which are typically learned on the job.

Salespeople must be able to deal with customers by answering questions about products. They must be able to help customers select and purchase the product. This means being knowledgeable about the use, quality, and value of the merchandise. For some retailers, salespeople are encouraged to know the selection and price comparison of competitors.

Salespeople should also be familiar with consumer characteristics and marketing reports. Some businesses supply their salespeople with information about their clients including purchase trends and expendable income.

Knowledge of the particular sales practices and procedures of a retailer is required. These involve being able to operate cash registers, understand payment alternatives and handling payments including credit cards, knowing about and handling returns and exchanges, dealing with customer differences and complaints, and filling out sales, order, and shipment forms. In some businesses, salespeople must be able to set and reach sales goals. This is especially important for commissioned salespeople who benefit from greater sales volume.

Higher education from a two-year or four-year program is not required for salespeople but may help qualify applicants for entry at or progression to a higher level, usually as lead salesperson or management trainee with supervisory responsibilities over several salespeople in addition to regular sales duties. According to a local retailer, they hire individuals with degrees who may enter the system as selling supervisors or even assistant store managers. Specific placement depends on the major of the applicant. Once hired, these individuals are eligible for the fast track to promotion. Sales experience carries the heaviest weight for recruiters, particularly for entering at a management level. Entering at a higher level is generally limited to larger companies with career ladder levels of employment, and is not often found in smaller retailers where management trainee positions typically do not exist.

Retailers look for qualities and work habits in their salesperson applicants which employers find difficult to teach. A good work ethic, appropriate self presentation and attitude, basic and communication skills, interest in working with people and selling merchandise, flexibility and adaptive ability to change, and trainability are qualities in high demand by employers.

Employers acknowledge that successful salespeople tend to fit a certain profile. They have an open and pleasant personality, positive attitude, willingness to work and learn, and self motivation. Good salespeople like to work with people, show enthusiasm in the work and the products they sell, present a professional image and neat appearance, and are flexible about their time. Although the Hawaii Visitors Bureau surveys visitor satisfaction, there is no indication about the visitor experience with employees of tourism businesses.

According to a large retailer in the visitor industry, only one of every ten applicants for salesperson is hired. Although many applicants possess a high school diploma, they fail to demonstrate the appropriate salesperson skills and attitude during the interview process. The most common complaints of employers are that applicants come inappropriately dressed for the interview, are not prepared or unable to articulate answers to questions, and lack the necessary self confidence and assertiveness. Some small

businesses with limited resources may choose to keep a position unfilled rather than invest time and expense in an employee who lacks the basics and who may not be around very long. Employers believe this situation is becoming worse. To improve an applicant's chance for success during the interview, employers suggest that salesperson applicants do some research about the salesperson occupation, the particular business, and the retail industry generally prior to an interview.

Also, once hired, new salespeople, especially those with no previous sales experience, express surprise over the fast-paced nature of the retail business. Some quit within several months, disenchanted with the shift work requirements, fatigue from standing most of the time, and constant interaction with people. Some employers suggest that training programs, especially at the high school level, should help students better realize the demands of the salesperson occupation beyond the skills requirements.

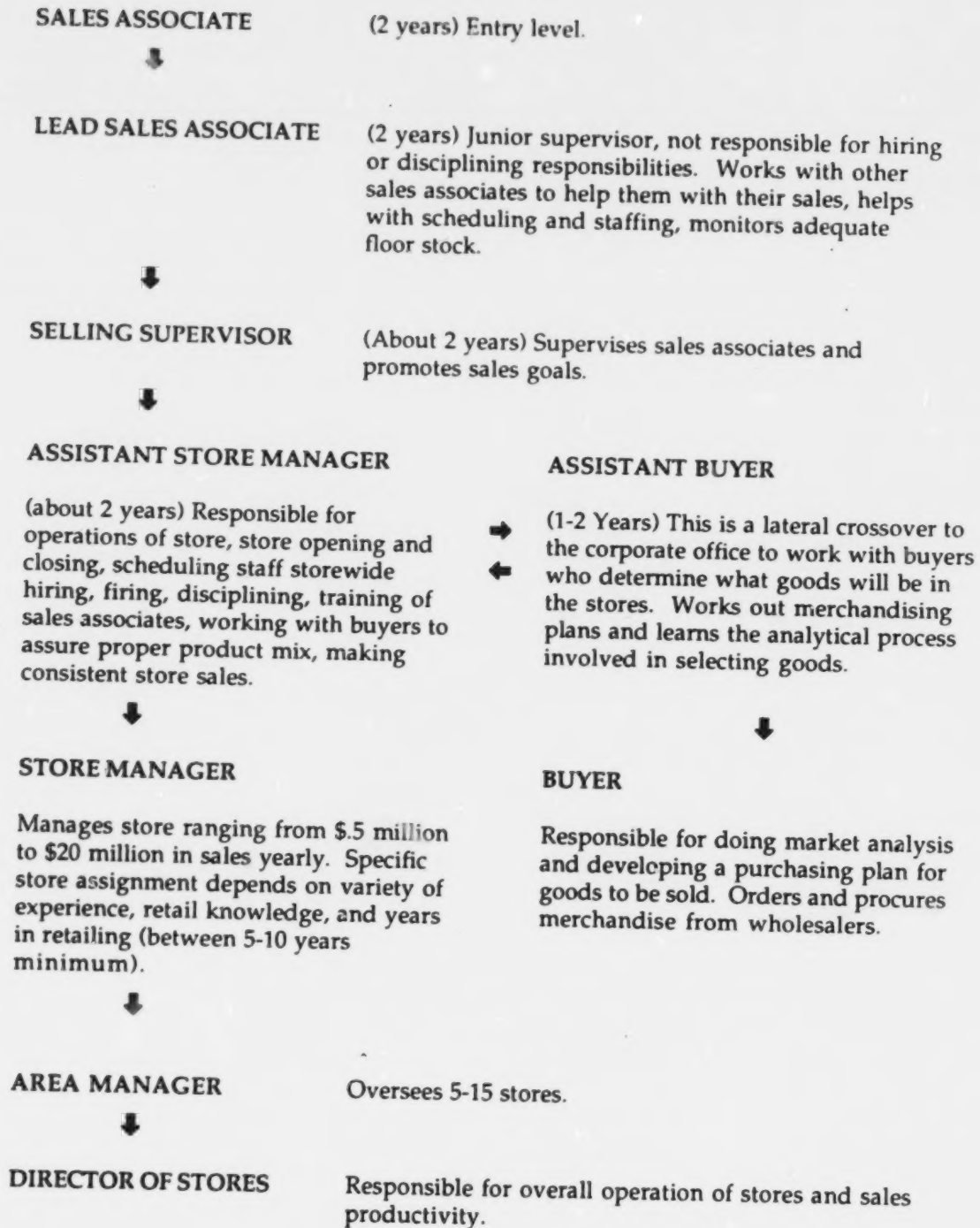
HOW DO SALESPeOPLE ADVANCE?

The bulk (67%) of retail workers are in sales, which includes supervisors. Managers comprise 2.4% of the industry workforce; professional, paraprofessional, and technical workers make up another 5%; the other quarter of the retail workforce provides clerical, administrative, maintenance, and stocking support. Advancement for salespeople in smaller businesses is much more limited than in larger businesses. In the words of a shop owner who operates a business with ten employees, "We're so small that there isn't anywhere to go." Yet small businesses make up the bulk of retail businesses in the visitor industry and are where most salesperson positions are found. Because the retail industry is quite fluid and the nature of the business is based on sales, salespeople who gain experience in smaller businesses can advance within the industry more easily. To offset the advancement limitations in smaller businesses, employers reward good sales associates with pay increases as more skills are learned and performed well.

Salespeople in larger retail businesses, with hundreds of employees, may advance along paths which go in several directions. A major local retailer doing the bulk of its business with visitors describes its career ladder for salespeople on page 12.

Besides the size of a business, opportunities for advancement depend on factors such as business expansion where additional positions are created and filled by the most senior and experienced sales staff. Having a two- or four-year degree can hasten advancement for salespeople. At lower levels, it is possible to advance without a degree but it may take longer. According to a large local retailer, a job applicant with a four-year degree may be hired at

CAREER LADDER FOR SALESPeOPLE IN LARGE RETAIL BUSINESS



the higher level of sales supervisor and can also access the fast track to promotion. As sales associates advance, it would be helpful for them to pursue a four-year degree since there is greater competition at higher levels, in management particularly.

The bottom line for advancement for salespeople however, has more to do with performance on the job than formal education. Most employers agree that a degree is not a prerequisite to being successful in a career in retailing. Salespeople advance based on their mastery of job skills, good sales performance, steady attendance, good employee relations, potential to develop, positive customer feedback, and professional presentation.

WHAT TRAINING EXISTS FOR SALESPeOPLE ON THE JOB?

Salespeople receive most of their training for their occupation while on the job. It is usually delivered by retailers themselves. This is true for both large and small businesses, though large businesses have the resources to retain professional training staff in house. Their training programs can be quite formal relative to small retailers where training usually has less structure.

Retailers feel they are in the best position to provide the necessary training for their salespeople themselves. They claim that because each business is unique in the products for sale, the market niche served, and the way business is done, it is unlikely that outside trainers would be able to teach the specific skills and knowledge for salespeople required in a particular business.

A store owner/operator noted that supervisors and bosses can be very effective trainers. They have the advantage over outside trainers of understanding what is expected from the training. By training in-house, it is easier to see what is taught and what is learned.

Salespeople receive the bulk of their training as new hires in the form of new employee orientation. It can last from one week to six months depending on the retailer. Large retailers may have training programs that are quite extensive. Most small retailers' training programs, however, are typically informal.

Trainees learn about product line, customer service, cashiering, sales approach, handling credit cards, traveller's checks and sales processing, equipment use, and sales standards and expectations. Roughly 80% of the training is about the products to be sold, according to one retailer.

Training managers, supervisors, and veteran employees are most often responsible for delivering the salesperson training. In small businesses, even the owner or general manager will conduct the training if necessary.

Approaches toward training delivery vary widely among retailers. Three retailers described their different approaches to salesperson training.

One large local retailer combines instruction with self-initiative by the salesperson trainee to complete the training. New salespeople receive a sales associate training guide which is a checklist of what they must learn over a given time. The store manager or assistant manager conducts the training (on registers, merchandising, presentation of selling techniques). They administer and reinforce the training which lasts approximately one month. Capabilities are checked off once satisfactorily demonstrated on the job. Once everything has been learned, the record is put in the employee's personnel file.

Another large retailer delivers training in several phases. For their first five days, new salespeople receive classroom instruction in groups of five to ten trainees. The sales training manager discusses company sales practices, company clientele, importance of customer service, selling skills, proper language skills, and operation of computer registers. After the first week, the trainees go into shops and are paired with veteran employees who orient new hires to the shop environment. This phase lasts three months and reinforces the earlier classroom instruction. At the one- and two-month points, trainees return to the classroom briefly for more training in customer service and advanced skills in selling which include learning how to suggestively sell, upgrade a sale, offer additional items, and handle customer objections.

Finally, there is informal training which often occurs in small businesses. One store owner calls it the "watch, try, keep trying, introduce new things gradually" method of training. As situations arise, new salespeople are introduced to new tasks and learn new skills.

Some retailers also buy their salespeople additional training if it is relevant to their present job. Retailers who serve Japanese visitors will contract for workshops for salespeople in basic Japanese language. Other retailers will send salespeople to attend seminars on new equipment, orientation to new products, and house security procedures. These seminars are taught by private contractors, the Community Colleges' Offices of Community Services, vendors, and the Hawaii Security Association. Most retailers do not provide training for advancement for salespeople as they expect employees to go out on their own and get what they need to

advance. Once salespeople reach supervisory or management levels, then retailers provide advanced training.

WHAT TRAINING IS AVAILABLE TO PREPARE FUTURE SALESPEOPLE?

There are training programs available at the secondary and post-secondary levels that provide general preparation for salespeople but do not focus on the salesperson occupation specifically. In fact, the programs typically far exceed the knowledge and skills required in the entry level occupation of salesperson. Broad treatment of retailing in sales and marketing programs introduces students to the concepts, practices, and skills applicable to retail occupations generally.

Secondary Schools

One such program for high school students is the Distributive Education Clubs of America (DECA) program, an association of marketing students. DECA is offered to juniors and seniors who take courses in retailing and merchandising. Students learn about market theory regarding consumer and industrial goods, market mix, pricing policies, channels of distribution, product line selection, promotions, and selling. In learning about selling, students learn skills which are directly relevant for salespeople such as consumer buying behavior, the benefits and features of various products, sales presentation, closing and completing a sale, and proper sales image. The courses also teach job seeking, human relations, legal aspects of employment, health and safety on the job, labor management, communications, career development, and personal growth and development. DECA is a co-curricular activity in the cooperative education program. Classroom training is supplemented by paid on-the-job training and work experience. Advisory boards with representatives from community businesses provide input to the programs. Currently, DECA is active at 18 high schools in the Department of Education (DOE) statewide.

Other sales and marketing courses are available to all high school students. Student participation is broad, ranging from those planning to enter the workforce directly after high school to those planning to continue with their formal education. The most common reasons that students give for enrolling in sales and marketing courses are to acquire new skills and prepare to enter the job market.

DOE sales and marketing programs use advisory committees to help them maintain quality and keep up with the latest trends. With employer participation, there is constant infusion of technical knowledge and relevance for the programs. The DOE also sponsors inservice training for

business education teachers which keeps them up-to-date with the latest needs in retailing.

The demand for courses which teach salesperson skills is relatively stable according to a DOE representative. Both students and employers find the number of preparation courses for employment as a salesperson adequate.

Retailers participating in this study want DOE's retail programs to focus more on teaching the basics: reading, writing, and math. This suggests that the academic integration with vocational marketing courses would be appropriate. Also, there needs to be more emphasis on students developing a good work ethic, an appetite for learning, the ability to be a team player and work with others, good interpersonal and communication skills, and the ability to solve problems.

Post-Secondary Level

Community colleges, private vocational schools, and four-year colleges and universities offer programs in sales and marketing. (See Table on page 17) Most relevant to the entry level as a salesperson are those programs at the community college level. Included are programs that concentrate on one or more basic aspects of retail - namely marketing, product placement, market research, product promotion, distribution and display, store operations, consumer behavior, and business management. Most programs require some liberal arts courses such as English composition, communications and history.

In a retailing course which is part of the sales and marketing Associate of Science program at Kapiolani Community College, materials presented go beyond the skills and knowledge necessary for salespeople. Yet, much of it is relevant and useful, particularly for advancement into management or other retail occupations. Students learn the principles of retailing in the operation and management of retail establishments. They learn about the basic concepts of store location, design and layout, franchising, store organization and supervision, customer service, principles of the buying function, correct pricing methods, merchandise receipt and handling, merchandise and expense control systems, credit principles, selling and promotion basics, retailing trends and social impacts, and retail career options.

Most often, the students who pursue certificates or degrees in sales and marketing do so at their own expense. They are typically full- or part-time students preparing for a career in retail or seeking to advance in their current retail job. No figures exist which indicate the number of graduates who are currently working in retail.

**POST-SECONDARY PROGRAMS
RELATED TO
SALESPERSON TRAINING**

University of Hawaii-Manoa	BBA	4 years	College of Business Administration "Marketing"
Chaminade University of Honolulu	BBA	4 years	"Marketing"
Hawaii Community College	Certificate of Achievement A.S.	1 year (30 credits) 2 years (60 credits)	"Sales and Marketing"
Kapiolani Community College	Certificate of Achievement A.S.	1 year (30 credits) 2 years (60 credits)	"Sales and Marketing"
Kauai Community College	Certificate of Completion	1 year (14 credits)	"Sales and Marketing"
Leeward Community College	A.S.	2 years (60 credits)	"Sales and Marketing"
Maui Community College	Certificate of Achievement A.S.	1 year (30 credits) 2 years (60 credits)	"Sales and Marketing"
Dale Carnegie Courses	Certificate	12 weeks	"Sales"

Like the secondary level training programs, industry input through advisory board participation plays a role in most post-secondary programs. One retailer interviewed for this study, who has served on an advisory board for Kapiolani Community College, noted that industry input is helping to identify and implement needed changes.

In 1991, the retail industry and Honolulu Community College (HCC) developed three courses aimed at existing salespeople. Retailers sent their employees to learn "Customer Service," "How to Sell," and "Motivation." Nevertheless, HCC found the needs of these employees were more basic; these courses seemed too advanced and were discontinued.

The Community Colleges' Offices of Community Services do not offer many courses besides Japanese language and culture geared to retail salespeople.

ARE SALESPERSON TRAINING PROGRAMS ADEQUATE?

Even though most salesperson training occurs on the job and most employers prefer to do much of their own training, retailers participating in this study recognize the importance of preparing people for employment as retail salespersons. Opinions vary, however, about the adequacy of existing programs. Some feel that training programs at the secondary and post-secondary levels are generally adequate. Others would like to see improvements by better preparing prospective salespeople and finding new ways to address the ever-changing needs of the retail industry. And finally, some mostly smaller employers are not familiar with existing programs and have no basis to offer opinions.

Retailers' leading complaints about training programs are that many salespeople are lacking in three areas fundamental to retail: knowing how to sell, knowing how to service customers, and having self-motivation. Training programs should emphasize these areas particularly and introduce them to students at an early age. A retail industry executive suggests that learning basic work skills, responsibility, and "stick-to-itiveness", and developing self esteem, self-identity, and career direction should occur as early as intermediate school. Programs should also be more realistic and in tune with the latest industry needs. This means giving students an appreciation of what retail sales work really entails, such as working long, odd hours, dealing with customers constantly, and standing most of the time. More cooperative education opportunities for high school students would meet this purpose.

RECOMMENDATIONS

- A. Many of the Council's past recommendations were reinforced by the study's findings and underscored the need to support:
 - 1. Work-based efforts to improve employees' basic skills, as the tight labor market has forced employers to hire even those considered marginally employable. Employers can assist in preventative actions by becoming involved in school improvement efforts in addition to sponsoring literacy programs at the worksite.
 - 2. Training of worksite supervisors to improve on-the-job training.
 - 3. Employer participation on curriculum advisory committees to assure that instructional content of occupational programs in schools are up-to-date.
 - 4. Coordinated training as a way to gain small business' access to a variety of training opportunities. For instance, the businesses located in one mall or at the airport could pool their resources and buy a joint on-site training program for all their employees.
 - 5. Training in Hawaiian culture and values for visitor industry employees, including retail salespeople, to provide quality service to visitors and preserve Hawaii's uniqueness as a visitor destination.
- B. Guidelines in developing and delivering courses for retail salespeople:
 - 1. Courses should be delivered in short workshop formats geared to the needs of salespersons and business trends. Professional attitudes and skills can be established and enhanced in fast-paced, visually oriented, interactive, and hands-on learning modules and settings.
 - 2. Training outcomes should be assessed in measurable terms through indicators such as fewer customer complaints per month, increased sales, fewer cashiering errors per day, return customers and satisfaction reports, and improvement in each employee's working skills.
 - 3. Training topics in demand include customer service, motivation, selling techniques, merchandise presentation, security procedures, and Japanese language for retailers who serve Japanese visitors predominantly.
 - 4. Upgrade training to serve entry level employees who wish to advance is needed as an employee retention strategy, especially in larger retail businesses.
- C. Hawaii Visitors Bureau should collect data for its Visitor Satisfaction Report which indicates visitors' experiences in encounters with the workforce, including those in the retail industry.

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A SURVEY OF HOW MANAGERS ARE TRAINED TO TRAIN

INTRODUCTION

This report surveys the Human Resources Management curricula of the various Travel Industry Management (TIM) programs in the state of Hawaii. Expertise in this area has become increasingly significant because of the competition and the dwindling skilled labor supply which fails to keep pace with the expansion of the industry.

The purposes of the survey were: first to identify the significance of human resources management skills for all managers; and second to find out what human resources management preparation is available to the students in the various TIM programs.

THE NEED FOR ALL MANAGERS TO HAVE SKILLS IN HUMAN RESOURCES MANAGEMENT

Traditionally, human resources management has been a staff function with a small budget and little direct control over the operation. Its functions include recruitment, interviewing and hiring; training and motivation; supervision; evaluation and reinforcement; general personnel administration; salary and benefit administration; labor negotiation and union relationship; employee retention; career development; communications; and counselling. During the last decade, it has been recognized that all managers throughout the corporation also need many of these human resources management skills. Large airlines, hotels, travel agents and tour operators hire full-time trainers, while small companies utilize external sources, such as courses offered by community colleges, for training. Trade associations, such as Pacific Asia Travel Association, also set up standing committees to supervise and coordinate their education and training activities.¹

¹ Mr. Chuck Gee, interview, Dean of the School of Travel Industry Management, University of Hawaii at Manoa, 2 May, 1991.

Our informants, who are the deans or the coordinators of the TIM programs, agree that human resources management skills are extremely important for the students because the tourism industry is all about service delivery by personnel. Human resources management is the foundation of employee-management relationships which reflect on the service standard. The mission of human resources management is not only to enhance job competence but also to refine employees' people skills which help them better relate with the guests and fellow workers and create a hospitable work environment. Effective human resources management will create better motivated staff who are committed to a higher level of professionalism.

In Hawaii, managers and particularly human resources managers, who are in charge of recruitment, also share the public relations responsibility because they must change the general perception of tourism jobs as "dead-end-jobs."² In order to project and reinforce the positive image for the tourism industry, a manager has to build self-esteem for service personnel through motivation. Recruitment and employee retention ensure proper placement which enables employees to best contribute to an organization and provide them opportunities to develop their talents for job advancement. The best way to keep first-rate service personnel is to invest in them, train them to succeed, and reward them for accomplishments. Managers should possess effective training skills because a large number of employees have limited access to on-the job training.³ Informal on-the-job training, which usually takes the form of the "buddy system," may be ineffective because an experienced worker is not necessarily a good trainer. Managers can strengthen informal on-the-job training by developing the training skills of all workers and devising comprehensive checklists of skills to be learned in each job.

The training function is no longer performed only by management, but extended to all levels.⁴ Human resources management skills will play an even more critical role in the future when the expansion of the industry further strains the pool of skilled labor and the legal environment becomes more complicated. Our respondents also observe that traditional operation managers often divorce themselves from the primary responsibilities of training and developing staff and solely rely on the human resources managers; however, the intense competition will force every department manager to work on a common goal to improve productivity through developing the workforce.

² Mr. Hunter Kennedy, interview, Dean of Travel Industry Management Program, Hawaii Pacific University, 2 April, 1991.

³ Ms. Judith Kirkendall, interview, Dean of the College of Continuing Education and Community Services, University of Hawaii at Hilo, 12 April 1991.

⁴ Mr. Joseph Choy, interview, Dean of the College of Continuing Education and Community Services, University of Hawaii at Manoa, 2 April, 1991.

EDUCATION AND TRAINING

Within the state of Hawaii, preparation for potential visitor industry managers is provided by three four-year Baccalaureate Degree programs, five Associate Degree programs, seven Certificate programs, and non-credit programs offered by community colleges and professional associations.

Baccalaureate Degree Programs

University of Hawaii at Manoa (UHM), Brigham Young University - Hawaii (BYUH) and Hawaii Pacific University (HPU) offer four-year baccalaureate degree programs in Travel Industry Management (TIM). The BYUH and HPU programs are under the College (or Division) of Business, whereas the UHM program became autonomous in Fall 1991. Two years are spent on business core and travel industry specific classes.

The major feature which distinguishes the four-year baccalaureate degree programs from other credit programs is the two years of required general education, which human resources management skills are built upon. Dean Kennedy says the TIM program at HPU, contrary to non-baccalaureate programs, is not focused on training for one job but a broad and continuing education experience. Dean Gee of UHM also says university students need a broad-based education which nurtures imagination, creativity and conceptual skills essential for management. They prepare students with a questioning mind which constantly examines theoretical aspects in operation improvement and potentialities of people which are the essence of human resources management.

Students of the TIM programs at the universities have to complete classes in social sciences and humanities which teach them how social institutions shape human behavior and provide them understanding and appreciation of foreign culture. All three respondents of the baccalaureate degree programs claim that such foundation is essential because the tourism industry is always synonymous with people business. Its success relies on the ability to understand people's needs and show empathy;⁵ a supervisor has to play the role of a counsellor when employees' personal problems affect productivity.

Universities integrate the TIM programs with the business programs because it is necessary for the students to understand the environment in which the business operates. Practical human resources management cannot get away from business functions because the managers must know the

⁵ Mr. William Arthur Hansen, interview, Program Coordinator, Brigham Young University - Hawaii, 29 March, 1991.

breadth of resources, the constraints of the budget, and the value of an orientation or a training activity. Similarly, human resources managers, like other managers, should understand finance and accounting functions because they are responsible for salary and benefit administration. Knowing the business bottom line enables them to set acceptable performance standards.

Our respondents from the universities all express that students should not lose sight of business functions even if they want to specialize in human resources management, because they not only need expertise in compensation and benefits management, but also basic business management skills. Similarly, training experts say management skills, rather than training skills, are the most crucial factors in determining the success of the training function in an organization. This is because human resources management skills include the ability to plan, communicate, influence and respond to help address a company's most pressing concerns and fulfill its business goals.⁶

The three universities primarily depend on the Human Resources Management courses available in the College (Division) of Business to avoid program duplication. Advisors also identify courses in College (or Division) of Social Sciences as electives which can be counted toward graduation requirements. Dean Gee of UHM believes that it is not cost-effective to reinvent every course for the TIM program under the resources constraints when other departments can provide the necessary instruction. Nevertheless, he expresses interest in expanding the curriculum and adding courses which address Human Resources Management when the school reviews the curriculum. For instance, Hospitality Human Resources Management became a core requirement after the School of TIM became independent of the College of Business Administration in Fall 1991. HPU also requires General Human Resources Management. It is an elective at BYUH. Human resources management functions in the three universities are also discussed in a comprehensive manner in the Hotel Front Office Management class and the Organizational Behavior class.

Students have to take business law since employers' legal liabilities continue to expand. Only HPU requires a Hotel Law course; it is offered as an elective at both UHM and BYUH. However, the Hotel and Restaurant Management program of BYUH upgraded its curriculum by offering Hotel Personnel Law in Fall 1991. HPU also provides a course on Quality Assurance which stresses creation of quality service by organizing human resources effectively. Although it is not a core requirement, it is very popular among students, probably, Dean Kennedy points out, because the course is taught by one of HPU's most popular and respected faculty members.

⁶ "Business Knowledge is Essential to the Success of Training", Training Directors' Forum Newsletter, Volume 5, No. 3, March 1989.

Human Resources Management Curricula of the Baccalaureate Degree TIM Programs

	BYUH	BYUH	HPU	UHM
	Travel Mgt.	H&R Mgt.*	TIM	TIM
General HRM	Elective	Required	Required	Required
Organizational Behavior	Required	Required	Required	
Communication	Required	Required	Required	Required
Business Law	Required	Required	Required	Required
Hotel Law	Elective	Elective	Required	Elective
Salary & Benefits Administration		Required	Elective	
Management of Service			Elective	Required
Hotel Management		Required	Required	Elective
Hotel Personnel Law		Elective		

*H&R Mgt: Hotel & Restaurant Management

Currently at BYUH, about 15 - 20 students majoring in Human Resources Development at the Division of Behavior and Social Sciences are taking Hotel and Restaurant Management classes to get an inside look at the hospitality industry. The classes demonstrate the industry's career opportunities and the importance of human resources management in the industry.

Although the importance of human resources management is well understood among students, Professor Bailey says few TIM students at UHM choose these classes as electives under the tight curricula.⁷ Besides, Dean Choy of College of Continuing Education of UHM comments that human resources management skills are only covered superficially in colleges; the

⁷ Professor Elaine Bailey, Management Professor, College of Business, University of Hawaii at Manoa, interview, April 1991.

curricula are seldom designed to deal with negatives, such as handling difficult employees.⁸

Dean Gee of UHM expresses that students in their early 20s usually cannot envision themselves as leaders and managing people; instead, they give priorities to other "useful" electives, such as Marketing or Accounting which are highly visible and marketable. However, he also points out that participation in student activities is an excellent source of gaining human resources management knowledge. Faculties at UHM encourage formation of clubs, so more students can get into leadership positions.

Associate Degree Programs

Visitor industry related associate degree programs are offered by five institutions. Currently, Hawaii Community College only operates a Food Service Program, while its Hotel Operations program is still waiting for approval. Kapiolani, Kauai and Maui Community Colleges offer both Food Service and Hotel Operations programs. BYUH awards the only Associate Degree in Travel Management; the two-year program is primarily designed for students who want to become travel agents or travel consultants.

Human resources management education carries a more important weight in the four-year baccalaureate degree programs than the programs offered by the community colleges as the latter are more operational in nature. Community colleges focus on technical training which will provide the industry an immediate labor force. Only the Hospitality Services Program of Kauai Community College requires students of non-baccalaureate degree programs to take Hotel Law.

Among community colleges, human resources management training begins by building up self-esteem for the students, because many of them come from disadvantaged backgrounds.⁹ There is no formal Human Resources Management curricula in most community colleges. The program coordinators think the fundamental supervisory knowledge the students acquire in the basic management course can help them fill the first-line supervisory positions comfortably;¹⁰ there is no need to concentrate on human resources management skills.

⁸ Mr. Joseph Choy, interview, Dean of the College of Continuing Education and Community Services, University of Hawaii at Manoa, 2 April, 1991.

⁹ Ms. Gail Watson, interview, Instructor, Hawaii Community College, 18 April, 1991.

¹⁰ Ms. Gladys Sato, interview, Department Chairperson, Kapiolani Community College, 8 April, 1991.

Human Resources Management Curricula of the Associate Degree TIM programs

	Haw. CC	MCC	MCC	Kap. CC	Kap. CC	Kau. CC	Kau. CC
	Food	Food	Hotel	Food	Hotel	Food	Hospitality
HRM Functions	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction	Introduction
General Business Mgt.	Required	Required	Required	Required	Required	Required	Required
Communication	Required	Required	Required	Required	Required	Required	Required
Human Relations in Bus.			Required		Required	Required	Required
Hotel Law				Introduction	Introduction		Required
Supervisory Skills			Required	Required			

Haw. CC: Hawaii Community College
MCC: Maui Community College
Kap. CC: Kapiolani Community College
Kau. CC: Kauai Community College

Food: Food Service Program
Hotel: Hotel Operations Program
Hospitality: Hospitality Services Program

Introduction: No specific course is available; the subject is covered in one or two chapters in an introductory course.

Curricula of most programs are reviewed and revised annually except Maui Community College which revises it every five years. Mr. Ron Daniels, coordinator of the Hotel Operations program of Maui Community College, does not expect to offer Human Resources Management classes in the near future because of insufficient resources and teaching materials. Besides, the workload for the only instructor, who is now teaching more than 100 students in the Hotel Operations program, will be too heavy.

Prof. Alan Oleole foresees no major revision for the two-year Travel Management program at BYUH. He thinks there is no need for a travel agent to concentrate on human resources management skills, but students who aspire to advance should pursue a baccalaureate degree in Business Management.

Community College Certificate Programs

Certificate programs in Food Service and Hotel Operations which require 36-37 credit hours are offered at Kauai Community College, Maui Community College and Hawaii Community College. Kapiolani Community College also offers a certificate program in Food Service.

Instructors of the community colleges provide an overview of human resources management functions in the introductory management class, but their emphasis is human relations-oriented rather than management-oriented. For example, although the Dining Room Service Certificate course at Kapiolani Community College requires six credit hours of training in supervision which teaches basic scheduling, staffing and supervision skills, the emphasis is on service etiquette with respect to customer relations. Ms. Gladys Sato, the Department Chairperson, also intends to add a Foundation of Service course in response to the industry's indication that service personnel generally lack a service-oriented attitude.

On-the-Job Training

All respondents believe academic preparation in human resources management primarily enhances awareness of the field and polishes students' technical skills, such as legal or training knowledge. Human resources management skills are primarily developed outside the classroom through interaction with people and work experience. Our informants think graduates with only academic preparation or technical training are unlikely to fill human resources management positions before they can establish credibility in the organization. Work experience helps them learn first-hand knowledge and empathy for the jobs, responsibilities and concerns of the employees. Therefore, they can set realistic performance standards and evaluate the employees objectively in a consistent manner. They can also

develop and deliver training programs which are suitable for each employee's learning pace and style.

Learning and refining human resources management skills at work are particularly important for community college students because most of them are part-time or full-time visitor industry workers. The basic concept of human resources management is to understand people, so students must get involved and gain insight.¹¹ Putting theoretical knowledge into practice can help them see the framework of human resources management through their jobs and better retain the knowledge.¹² Inviting industry leaders to lecture on campus and visits to hotels also facilitate the learning.

Additionally, internship is part of the curricula of all associate and baccalaureate degree programs. The two-year programs require 250-300 hours of internship; community colleges recently started offering a 500-hour internship option to top level students; and the four-year programs require 600-800 hours and a written report which evaluates the industry working experience.

Non Credit Programs

In reality, most of the industry people learn the bulk of their human resources management skills after formal schooling and on the job. University of Hawaii's Colleges of Continuing Education and Community Colleges' Offices of Community Services play a significant role in providing in-service training which complements the pre-service training of the credit programs.¹³ Most students enroll in these non-credit courses to further their skills and enhance their job advancement opportunities. Those who are sent by their employers are usually candidates for promotion.

The communities demonstrate great need for these non-credit arms of the university to offer human resources management courses because most entry-level positions in the hospitality industry are hired upon technical competence instead of academic education. Employees who used to hold low level positions often lack supervisory skills and mind-set when they are promoted. In the summer of 1991, the College of Continuing Education and Community Services at UHM offered six Human Resources Management courses of which four were devoted to "training the trainers."

11 Mr. William Arthur Hansen, interview, Program Coordinator, Brigham Young University - Hawaii, 29 March, 1991.

12 Mr. Rupert Hunt, interview, Instructor, Kauai Community College, 9 April, 1991.

13 Ms. Sharon Narimatsu, interview, Director of Visitor Industry Program, Office of Community Services, Kapiolani Community College, 15 April, 1991.

Non Credit Courses on Human Resources Management

	UHH	KAP.CC	MCC	VITEC	KAU.CC	UHM	HIHI
Communication			X	X	X		
Human Relations in Bus.		X	X				
Hotel Law			X				
Coping with Stress	X			X	X		
Managing Conflicts OJT	X		X	X			
Supervisory Skills	X	X	X	X	X	X	
Employee Retention		X		X			
Managing Cultural Diversity		X		X	X		
Negotiations		X		X			
Train the Trainers	X					X	X
Problem Solving Skills	X	X	X	X	X		
Managing & Training for Customer Satisfaction	X		X	X	X		
Quality Assurance / How to Deliver OJT	X	X				X	
Mgt Style & Motivation	X		X	X	X		
Leadership Development	X		X	X		X	X
Team Building	X			X			
Salary & Benefits Admin.			X				
ESL		X		X	X		
Delegating				X	X		

Non-credit programs accommodate the work schedules of the hospitality industry people; courses are offered in the evenings as extension of the day-time programs. Such programs will expand and become more important in the future as more non-traditional students seek career changes, skills refinement, and people recognize the importance of continuous training in professional growth.

These programs primarily respond to the communities and provide customized training which meets the industry needs. They conduct training collectively on a more cost-effective basis than individual training done on each property.¹⁴ Courses are offered on the basis of demand because they are self-supported programs funded only by tuition revenues. An exception to this funding problem has been some recent research and development grants from the Tourism Training Council to the community colleges.

The Office of Community Services at each community college reviews its courses primarily on a quarterly basis. However, the College for Continuing Education and Community Service at UH-Hilo, which just started its program in 1990, reviews courses annually; the college intends to add more classes for middle managers who have reached a plateau in their careers. Programs are basically reviewed according to student evaluations, responses from the communities, local and national trends, and inputs of industry people. Maui Community College, Kauai Community College and Kapiolani Community College have identified English as a Second Language (ESL) as a high need training subject because there are a large number of candidates who have demonstrated an ability to supervise, but lack the English skills required for a supervisory position.

Professional Associations

In addition to on-the-job training, students can also acquire their human resources management knowledge through programs offered by the National Restaurant Association, American Management Association and other professional associations.

Kapiolani Community College found its participants in the National Executive Housekeeper Association (NEHA) programs highly motivated and enthusiastic because most of them had been promoted through the ranks and appreciated the low cost training. The NEHA series includes a "More Effective Supervision" course. However, Ms. Sharon Narimatsu also identifies the difficulties of introducing American Hotel and Motel

¹⁴ Ms. Diane Zachary, interview, Office of Community Services, Maui Community College, 15 April, 1991.

Association (AHMA) courses because there is yet no direct correlation between salary and certification of AHMA training in the industry.

Hawaii International Hotel Institute (HIHI) seminars, which are organized by the School of TIM of UHM, also update the technical and humanistic skills of hospitality industry personnel. Seminars are conducted in both conceptual and workshop sessions. Because of Hawaii's ethnic mix and diversity in workforce, courses on management in a multicultural environment have been well received. Similar to the Offices of Community Services which provide in-service training, HIHI is geared to mid-management. During 1989-1991, Tourism Training Council funds allowed the School of TIM to hold neighbor island seminars for working professionals; topics included managing and training for customer satisfaction, productivity and quality assurance management, supervisory skills for new managers, and management styles and motivation. Yet, the School of TIM faces problems in implementing and securing enrollment for its non-credit seminars due to the current labor shortage on the neighbor islands. Furthermore, there is a possibility of schedule conflicts because Honolulu-based instructors are asked to lecture on the three neighbor islands.

COUNCIL RECOMMENDATION AFFIRMED

This survey is intended to alert Hawaii's educational institutions to the need for delivering a more comprehensive program in the area of human resources management. Programs surveyed recognize the responsibility of managers for the training of employees. Most employees receive their training on-the-job and supervisory personnel must be trained to deliver it. A manager must be able to oversee or deliver both.

The Tourism Training Council affirms its recommendation that the institutions expand educational and training programs for supervisors and managers, including emphasis on how to deliver on-the-job training, retain employees, increase productivity, and reach a new potential workforce.

"A Survey of How Managers Are Trained to Train" was researched and written by the Tourism Training Council's student intern, Chung-Hung "C.C." Cheung. Ms. Cheung is a student at the school of Travel Industry Management (TIM) at the University of Hawaii-Manoa.

APPENDIX

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THE TOURISM TRAINING COUNCIL'S VISITOR INDUSTRY PROGRAMS IN THE UNIVERSITY OF HAWAII SYSTEM

PURPOSE

The State Legislature, which has long supported physical facilities and marketing for the visitor industry, directed emphasis to the human resource component of successful economic development: the importance of a quality workforce and solid careers for the state's citizens. The 1988 legislature (Act 349) appropriated funds to the Tourism Training Council (TTC) of the Department of Labor and Industrial Relations (DLIR) for the University of Hawaii to develop and expand education and training services for the neighbor islands' visitor industry. The legislature sought an immediate response to pressing training needs in fast-growing resort areas. Granting funds to the TTC was the fastest existing way to convert money to actual programs, even when funding its own public university system. The TTC grant also permitted the university to try to reach nontraditional markets at a time when "how best to bring programs and trainees together?" was in search of an answer.

The 1989 Legislature (Act 259) again appropriated funds for 1989-91 through the TTC to continue the neighbor island expansion. The Oahu community colleges were included in the new appropriation, primarily to meet the needs of new resort development outside of Waikiki.

The Community Colleges were responsible for initiating entry level and career upgrading courses, while the School of Travel Industry Management's (TIM) responsibilities were targeted for baccalaureate level credit courses and non-credit, short-term impact programs to meet executive and managerial needs on the neighbor islands. Although some course titles may imply similarity, TIM and Community College courses differed both in course content and target groups.

FUND DISTRIBUTION

	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
TIM School	\$ 76,000.00	\$ 84,400.00	\$ 84,400.00
UH-Hilo-Hawaii Community College	22,600.00	27,488.00	28,580.00
Kauai Community College	25,000.00	28,585.00	28,585.00
Maui Community College	25,000.00	28,585.00	28,585.00
Kapiolani Community College	3,450.00	24,500.00	24,500.00
Honolulu Community College	-----	24,500.00	24,500.00
Leeward Community College	-----	24,500.00	24,500.00
State Budget Restriction	590.00	-----	-----
TTC Administration	<u>3,360.00</u>	<u>6,350.00</u>	<u>6,350.00</u>
Total Appropriation	\$156,000.00	\$248,908.00	\$250,000.00

TOURISM TRAINING COUNCIL GUIDELINES

In addition to the legislature's purpose to expand tourism training, the Council established guidelines for the projects so they would address tourism training needs identified by TTC studies and meet the principles of research and development activity. In 1988-89, the criteria were:

1. Take frequent opportunity to teach **basic skills** by incorporating into skills courses job-specific components that include literacy training, English-As-A-Second Language (ESL), communication skills and math.
2. Increase **job readiness**, which can include assessment, counseling, support services, and curricula aimed at improving student and worker self-esteem and self-confidence in the areas of interviewing, resume writing, and workplace decorum.
3. Expand **supervisory and management training**, including emphasis on how to deliver on-the-job training, retain employees, increase productivity, and reach new potential workforce.
4. Conduct worker training at the **worksite, on-the-job, and customize** for employer and employee convenience.
5. Develop additional **outreach** services to distant and isolated areas.
6. Target **special needs populations**; e.g., at-risk, disabled, older, functionally illiterate, to bring them into the workforce.
7. **Share curricula** between Community College campuses and programs to avoid duplication of effort and cost.

In 1989-90, additions to the above criteria were:

8. Use **alternative instructional strategies** such as training packages for individualized learning and/or self-study, videotaping, interactive television and innovative formats to **reach distant and isolated areas**.
9. Improve the opportunities for students to transfer from visitor industry associate degree programs in the community colleges into the TIM School (**articulation**).
10. Enhance **entrepreneurial skills**, especially among small businesses.
11. **Target services** to employees and managers in **small business**.
12. Update curriculum to incorporate **technological innovations**.

13. Meet **specific skill training** needs in:

- a. Housekeeping
- b. Culinary Arts
- c. International food service
- d. Japanese language and culture
- e. Groundskeeping
- f. Training for smaller hotels
- g. Practical travel agents' training
- h. Van driver safety

In 1990-91, the additions were:

- 14. Provide **follow-up to employee training** to motivate, reinforce learning, and assess progress; e.g., train supervisors on what employees learn and how to reinforce the learning; provide competency checklist to course participants and their supervisors.
- 15. Offer training which **reflects the unique social and cultural diversity of Hawaii**. For both management and employees, offer more courses that explore Island cultural values and how they can be applied to the workplace. Develop accurate and consistent information in the resources used for interpretation of Hawaii's cultural heritage, lifestyles, and values and make these resources readily accessible.
- 16. Increase **work-study and cooperative education** opportunities which tie educational institutions and the realities of the workplace more closely.
- 17. Work with businesses to assist in improving **in-house training** programs which can be replicated in similar businesses.
- 18. Establish active **business/industry advisory committees** for professional and vocational visitor industry-related programs and involve them in aligning programs with industry needs.
- 19. Institutionalize into the **regular curricula and budget of the University of Hawaii** those programs which were piloted and demonstrated to be **successful and exemplary** in the education and training of Hawaii's current and future workers in the visitor industry.

These guidelines were based on TTC studies and recommendations.

SUMMARY OF ACCOMPLISHMENTS

1. The **School of Travel Industry Management (TIM)** at the University of Hawaii offered 34 non-credit seminars on 13 topics, reaching a total of 529 visitor industry managers and executives on three neighbor islands.
2. Through the College of Continuing Education and Community Services at the University of Hawaii, the **TIM School offered TIM 101, *Introduction to Travel Industry Management***, for the first time in **Fall 1990 at Maui Community College**.
3. The TIM School has developed an instructional video series to accompany TIM 101 and has been exploring possibilities for delivering instruction via distance learning media.
4. Both the TIM School and the Community Colleges were able to offer non-credit courses at **reduced fees**. Community Colleges generally charged tuition that ranged between \$3 and \$5 per instruction hour; these fees helped support the cost of the programs. For 12-hour non-credit courses, the TIM School charged \$55 the first two years and \$65 the last year and a half. All tuition fees that TIM collected were re-deposited in the State General Fund.
5. One hundred twenty five **Community College** courses and programs were developed, and nearly 90% of the programs will continue to be offered when there is a market for them. Over 7000 participants attended these programs. Kauai Community College concentrated on developing courses which are now offered for credit and/or have become part of certificate programs.
6. To **institutionalize courses within the Office of Community Services**, Honolulu Community College developed the **credit/non-credit option**. In this option, a non-credit course must meet credit standards and be accepted by the college's Curriculum Review Committee. Visitor Industry Training and Education Center (VITEC) is trying to use the option to institutionalize its Interpret Maui program and identifies these unresolved issues: how class fees can be collected that cover the needs of both the credit and non-credit programs; how the credit student registration program can reflect the enrollment of students in such classes; how non-credit students can be accepted as credit students if they choose the credit option.
7. Schools had the **opportunity to try to reach new target groups** without having to consider if the enrollment would be large enough to cover the cost of the program; e.g.,

- a. Computer-assisted literacy (Kauai CC) and English as a Second Language (Hawaii CC, Kapiolani CC, Maui CC)
 - b. Programs aimed at small business: small hotels (Honolulu CC, Kapiolani CC), restaurants (Hawaii CC), floral shops (Honolulu CC), and activities agents (Maui CC)
8. **Heritage interpretation programs** have multiplied and expanded statewide. In developing and implementing heritage interpretation programs, the Community Colleges are highlighting those unique cultural aspects which will draw both first time and repeat visitors. Interpretive programs created through Tourism Training Council funds will continue to grow and be refined.

Kapiolani

As one of the sponsors and primary planners of the Third Global Congress of the Heritage Interpretation International Conference, Kapiolani Community College chose, through 1990-91 Tourism Training Council funds, to highlight heritage interpretation training. Kapiolani Community College's Interpret Hawaii Program developed and implemented training classes in Hawaiian natural history and culture during the Fall of 1991. These classes were targeted toward Waikiki hotels and transportation companies. These nine classes were offered: Place Names of Waikiki, Place Names and History of Waikiki, The History of Hawaiian Music, The History of Hula, Waikiki: Home of the Monarchs, Flowers and Rare Plants of Waikiki, Historic Sites of Waikiki, Telling the Hawaii Story, and Ho'okipa: Island Hospitality.

Kauai

Kauai Community College organized a one-day conference called INTERPRETATION AND PRESERVATION: KAUA'I'S COMPETITIVE EDGE? "Keeping Kaua'i Kaua'i, A Possibility or a Pipe Dream?" The conference was held in October 1991 to raise awareness among Kaua'i's residents about the Third Global Congress on Heritage Interpretation International the following month. A cross-section of the Kaua'i community explored the roles of the travel industry and county government in preservation and cultural interpretation.

Maui

VITEC co-sponsored a conference on the preservation of Maui's archaeological sites for developers, major land owners and realtors in October 1990. Entitled "A Future for Our Past," sponsors included the Maui Historical Society, Maui County Planning Department, Wailea

Resort Company, Historic Hawaii Foundation and the Four Seasons Resort. This conference brought together several organizations working toward the common goals of providing quality visitor experiences and highlighting the natural and cultural beauty of Maui. Cultural preservation and interpretation go hand in hand. Several programs focusing on cultural values were offered during calendar year 1991. "Cultural Values in the Age of Technology" was the theme for a week-long workshop in June which focused on "the challenge to Pacific Island nations of adopting new technology and economic growth ventures while maintaining cultural integrity and community acceptance." VITEC staff were involved in the conference planning and presented a case study reviewing VITEC's cultural approach to visitor industry training.

VITEC staff members coordinated a successful presentation at the Third Global Congress for Heritage Interpretation International. As a followup to the Congress, VITEC hosted a one-day training program on interpretation techniques inviting Maui hotels, Maui Historical Society, the Sugar Museum, the Lahaina Restoration Society, community theater groups, and the County Planning Department. The program also included a discussion of the issues highlighted during the Congress.

9. **Resource libraries** are established at West Hawaii, VITEC, and Kapiolani Community College.
10. **The West Hawaii resort area started to receive visitor industry training.** In 1988, non-credit courses for managers by the TIM School were offered for the first time and short non-credit courses for employees by Hawaii Community College were re-started. TIM reached 227 participants through 17 courses. Hawaii Community College delivered 41 courses through UH-Hilo's CCECS (College for Continuing Education and Community Service), reaching 800 West Hawaii participants.
11. Because of rapid growth, college credit programs in Hawaii have not shared their curricula with other programs, including the non-credit arms on their own campuses. **Coordination between Community Colleges** has been a major theme of the project. Thus, different colleges develop distinct non-credit courses in Japanese language and culture, building maintenance, or English as a Second Language. The successful programs are shared and modified or replicated to enrich the offerings at campuses across the state. This sharing is facilitated by the lead campus, Kapiolani Community College, which maintains copies of the curriculum developed with this funding. Ninety percent of the community college courses are sufficiently documented so that instructors and participants can pick up manuals, outlines, and/or materials. Kapiolani also houses a catalog of training videos and resources purchased with TTC monies.

12. An outgrowth of this project is the **interaction between tourism businesses, credit and non-credit faculty** as they developed programs and classes with TTC funds. Many faculty, after creating curriculum materials for these short-term, non-credit courses, modified the materials used for their credit courses, adding new information and activities. Some credit programs also examined the possibility of modularizing courses.
13. Community College faculty **increased their awareness of the needs of working adults**. Faculty who had not previously taught working adults became much more sensitive to their special needs, such as educational and employment counseling and scheduling considerations.
14. For many of the individuals taking part in the Community College training, this was their first interaction with postsecondary education, and in some cases, their only formal training of any type past high school. Being able to join with other visitor industry employees and supervisors provided a comfortable atmosphere, conducive to learning and developing professionally. According to informal surveys, the majority of attendees took the classes in order to learn new skills which would enhance present job performance or enable them to gain a promotion. In the Leeward Community College program, a number of participants completed the non-credit courses and are now enrolling in credit classes.
15. Many tourism businesses advised the schools about curriculum. See chart on page 42.

PROBLEMS

Tourism experienced a severe slump during the Gulf War in early 1991. Consequently, businesses reduced their training expenditures and the Council extended the project another six months. This is an ironic twist, since businesses find employees are less expendable for training during the busy seasons.

Community colleges encountered a range of problems in delivering their programs to employees. Keeping course costs low for employees and businesses is an ongoing challenge for all schools generally. The University philosophy that non-credit courses be self-supporting (i.e., courses are underwritten by fees paid by students and businesses) favors courses which are low-cost, well-marketed, and popular with students and businesses.

It is extremely difficult for smaller businesses to release employees on company time to receive training. This is because there are relatively few employees available or able to cover the workload of employees away in training. After-work training, even if employer-sponsored, has not been well-attended either, since many employees have second jobs. Without the

EMPLOYER INVOLVEMENT IN DEVELOPMENT OF VISITOR INDUSTRY TRAINING PROGRAMS

Hawaii Community College

Aikane Nursery
Aloha Aina Limousine
Bio-Agricultural Service Inc.
Big Island Restaurant Association
HGP Kona
Hyatt Regency Waikoloa
Kamuela Museum
Keauhou Beach Hotel
Kenai Helicopters
King Kamehameha's Kona Beach
Koa Air Service
Kona Bay Hotel
Kona by the Sea
Kona Hilton
Kona Irrigation
Kona Seaside
Kona Surf Resort
Kona Tiki
Kona Village
Mauna Kea Beach Hotel
Mauna Kea Coffee Company
Mauna Lani Bay Hotel
Meridian HRT
Merriman's Restaurant
Papillion Helicopters
Puu'uhonua o Honaunau
Ritz Carlton Mauna Lani
Robert's Tours
Royal Waikoloan
Travel Unlimited
Waikoloa Hyatt Hotel

Honolulu Community College

Aston Waikiki Sunset
Florist Association of Hawaii
Hawaii Hotel Association (small hotels)

Kapiolani Community College

Cove Enterprises
Hawaii Prince Hotel
Hawaiian Islands Resorts
Hawaiian Monarch Hotel
Hawaiian Hotel
Holiday Inn
Ilima Hotel
Marine Surf Waikiki Hotel
Moana Surfrider Hotel
Outrigger Hotels
Princess Ka'iulani Hotel
Rendezvous Tours
Royal Hawaiian Hotel
Sheraton Hotels in Hawaii
Turtle Bay Hilton
Waikiki Joy Hotel

Kauai Community College

Hyatt Regency Kauai
Princeville Hotel
Sheraton Coconut Beach
Sheraton Kauai
Westin Kauai (housekeepers)

Leeward Community College

Ko Olina Hotels and Golf Course
Sheraton Makaha
Ted Makalena Golf Course
West Oahu Employment Corporation

Maui Community College (VITEC)

Four Seasons Resorts
Historic Hawaii Foundation
Maui Activities Professionals
Association (MAP)
Maui County Planning Dept.
Maui Historical Society
Maui Hotel Association members
Wailea Resort Co.

incentive of pay increases, employees probably are not motivated to use their own time to get extra training.

The legislature intended that funds be distributed equitably between the Community Colleges, with neighbor island campuses receiving approximately \$4,000 more than Oahu campuses. Not all campuses were equally prepared to use the funds for tourism training courses. While the availability of funds stimulated Honolulu Community College to consider serving the visitor industry for the first time, the funds were really premature for Leeward. Leeward's seminars to introduce residents to visitor industry job opportunities and related training attracted many people but did not actually lead to very much training enrollment. LCC found the residents only wanted training for current jobs and were not interested in training for the visitor industry jobs which are expected in Leeward Oahu in the near future. This resulted in a very high \$292 per participant cost in 1990-91.

The line between development of courses and delivery of already-developed courses was not always clear. Some campuses did not seem to use the TTC funds to develop new courses or re-format courses for new target audiences. Specifically, it looks like all the courses LCC delivered, many of VITEC's courses, and Kapiolani's Housekeeping courses were developed with other funds.

Sometimes the same instructor delivered the courses statewide. If the course was developed and "owned" by the instructor, not the college, how is that course documented and available for future use? In its final report, the TIM School said: "Currently there is no formal agreement between TIM and the non-credit course instructors regarding ownership and use of course materials. There is a general understanding that either party may use the course materials since they are kept on file in the TIM School for reference purposes. TIM recognizes that ownership and use rights should be clear to both parties. Therefore, the School is exploring the possibility of including the appropriate language in future contracts."

Since TIM had difficulty in recruiting qualified instructors on the neighbor islands, it sent most of its instructors from Honolulu. This increased scheduling conflicts as instructors were asked to conduct the seminars on three neighbor islands. TIM continues to network actively to identify resident instructors on the respective neighbor islands who can offer seminar participants both a theoretical perspective and solid industry experience.

Instructors' airfare, some small class sizes, and administrative fees paid for registration assistance to VITEC, Kauai Community College and UH-Hilo contributed to very high project costs per participant for the TIM School courses. The average over the three and a half years was \$276.

Both the TIM School and the Community Colleges used project funds for staff support costs. Now that the project is ready to be institutionalized, the University's systemwide infrastructure needs must be bolstered to support expansion of extension courses. The TIM School sought additional staff support to continue offering neighbor island management and professional level seminars beyond this project. Its request was for two specialists and operating expenses totalling \$145,744 for FY 91-92 and \$136,644 for FY 92-93. The Community Colleges' infrastructure needs also should be addressed.

As the project progressed, TTC learned ways to speed up the contracting process; elicit information to sort out situations where TTC funds were being combined with other funds; and improve contract language and reporting requirements to better achieve the goals. Mixed funds may be appropriate if controls, limits, requirements, and additional duties imposed on its projects by other funding sources are kept at a minimum.

Lack of TTC staff prohibited adequate monitoring. In the future, staff and a TTC committee will actively monitor programs. Further, an active Council or advisory committee to oversee projects provides valuable industry feedback, contacts, and fresh ideas.

INVENTORY OF UNIVERSITY COURSES FUNDED BY THIS PROJECT

The following is a listing of courses developed and piloted over the past three and a half years by the University of Hawaii Community Colleges and the School of Travel Industry Management.

Communication

Hawaii CC

Business Letter Writing Skills
Communication: Key to Effective Management
Dealing with Difficult People
Huna for the 90's - Customer Service with Aloha
Mid-management Communications
Successful People Skills
Vocational English as a Second Language for Hotel Employees

Kapiolani CC

Calming Upset Customers
Effective Business Writing
Intensive ESL for Housekeepers

Kauai CC

Computer-Assisted Literacy

Leeward CC

Basic Keyboarding/Introduction to Computers
Office Skills Training

Maui CC (VITEC)

Communication Skills for Career Advancement in the Visitor Industry
Dealing with Difficult Customers
English Conversation Skills
Strategies for the Professional Secretary
The Take Charge Office Professional
Understanding Maui's Multicultural Diversity

Heritage Interpretation

Interpret Hawaii, the Big Island (Hawaii CC)
Interpret Kauai (Kauai CC)
Interpret Maui (Maui CC)
Interpreting Waikiki (Kapiolani CC)
Support of Heritage Congress with seminars
and forums (Kapiolani, Kauai, Maui)

Maintenance

Hawaii CC

Electrical Maintenance Lab
Housekeeping Administrative Techniques
Housekeeping Training Techniques

Honolulu CC

Facilities and General Maintenance:
Intro to Air Conditioning & Refrigeration
Intro to Blueprint Reading
Intro to Carpentry
Intro to Gas Welding
Intro to Welding
Planned Program Maintenance
Refrigerants & Refrigerant Oils
Schematics Reading
Understanding Electricity and Basic Electronics
Welding II (ARC)

Hotel Housekeeping:

Employee Attitudes
Guestroom/Restroom Care
How to Have Happy Guests
Operational Problem Solving
Supervisory Skills

Kauai CC

Established credit program in Facilities Engineering Technology
Energy Conservation Management
Housekeeping for certification by National Executive Housekeepers
Association

Maui CC (VITEC)

Established video training resource library on maintenance subjects
Hotel & Condo Pool & Spa Care
Intro to Air Conditioning & Refrigeration
Reading Schematics & Symbols
Troubleshooting Skills
Understanding Basic Electricity and Electronics

Landscaping and Plants

Hawaii CC

Basic Principles of Irrigation
Basic Principles of Landscaping
Hawaiian Heritage Plants
Hotel and Resort Landscaping
Landscape Pest Management
Landscape Themes
Plant Materials
Plant Propagation
Thoughtful and Waterwise Gardening
Turf Management
Use of Native Plants in the Landscape

Honolulu CC

Basic Design & Shop Operations
Basic Lei Making & Simple Bouquets
Care and Handling of Flowers
European Contemporary High Style
Hawaiian Floral Design
West Line Floral Design

Kauai CC

Irrigation
Landscape Maintenance
Pests & Diseases
Plant Identification
Plant Propagation
Soils & Fertilizers

Leeward CC

Golf Course Maintenance

Optional Events

Maui CC (VITEC)

Maui Activities Agents' Certification Course

Japanese Culture

Hawaii CC

Basic Conversational Japanese
Japanese Language for the Hotel Employee
Train the Trainer to Teach Japanese Language

Kauai CC

Arts of Healing
Arts of Wrapping & Folding
Customer Oriented Society
Forms & Rituals
Japanese Culture Through the Art of Tea

Leeward CC

Conversational Japanese in the Visitor Industry

Maui CC (VITEC)

Negotiating with the Japanese
Understanding Japanese Attitudes Toward Business
Understanding Japanese Attitudes Toward Service

TIM School

Working with the Japanese in the Visitor Industry

Food Service

Hawaii CC

Advanced Hawaii Regional Cuisine for Professional Cooks
Apprentice Dinner Cooks
Ice Carving
Japanese Vegetable Carving
Nutrition & Dietary Cooking
Perspectives on Professional Food Service
Professional Waiter/Waitress
Sanitation Assessment of Food Establishments
Tallow & Soft Dough Carving

Leeward CC

Basic Cooking Techniques
Food Production

Computers

Hawaii CC

Introduction to IBM-DOS
Introduction to the IBM-PC
Introduction to Lotus 1-2-3
Introduction to WordPerfect

Career Exploration

Leeward CC

General Information Seminars
Hotel Job Group Fair

Management

Hawaii CC

For Restaurants:

Leadership Training for New Supervisors
Problem Solving Skills for Managers

Kapiolani CC

For Smaller Hotels:

Managing to Retain Employees
Working with Employees from Different Cultures

For National Executive Housekeepers Association:

More Effective Supervision
Is Your Attitude Showing?
Speak Up!
Negotiating Skills

Kauai CC

Supervision for Engineers

TIM School

Banquet, Catering & Meeting Service Management
Counseling Skills for Employee Retention
Hotel Marketing & Sales
Management Styles & Motivation
Managing & Training for Customer Satisfaction
Managing Cultural Diversity
Production & Quality Assurance Management
Supervisory Skills for New Managers
Training for Managers Who Train

SCHOOL OF TRAVEL INDUSTRY MANAGEMENT (TIM)

Between July 1988 and December 1991, the School of Travel Industry Management (TIM) at the University of Hawaii offered 34 non-credit seminars on 13 topics, reaching a total of 529 visitor industry managers and executives on three neighbor islands: 40.3% on Maui, 30.4% on Hawaii, and 29.3% on Kauai. Additionally, through the College of Continuing Education and Community Service at the University of Hawaii, the TIM School offered TIM 101, *Introduction to Travel Industry Management*, for the first time in Fall 1990 at Maui Community College. Thus, TIM offered 13 more seminars than planned. The course statistics are shown on pages 53-54.

Project cost per participant:	1988-89	\$236
	1989-90	\$352
	1990-91	\$255
	Average	\$276

To determine employers' perceptions of the usefulness and value of TIM's non-credit courses, a survey was sent to the 70 administrators whose personnel participated in one or more seminars. The response rate was 33%. Almost all respondents agreed the seminars provided effective and valuable training for their employees. Although transfer of learning averaged slightly better than "somewhat" evident in employees' immediate on-the-job performance, most employers agreed they would send other employees to TIM-sponsored seminars if the fee did not exceed \$95.

Alternative Delivery Formats

The UH system needs to reach more populations requiring training and professional improvement. Establishing non-traditional degree formats will increase the number of students interested in advanced professional studies. In order to reach more populations unable to attend the UH-Manoa campus for instruction (e.g., geographically isolated students, workers unable to secure release time from their jobs to attend normally scheduled classes, students with disabilities), "distance" instruction could be facilitated by greater use of electronic instructional mediums -- for example, interactively linked desktop computers, fax machines combined with teleconferencing or interactive television, etc. The availability of courses adapted for computerized instruction would encourage industry to support lease programs for modems and terminals and to permit employees to continue their education while individually arranging their work, school, and personal schedules.

The increased use of alternative instructional formats such as "distance" learning (e.g., interactive television, mobile classrooms, competency-based self instruction modules) could become central to the expansion of educational services. The Hawaii Interactive Television System (HITS) is expanding throughout the state. In anticipation of the full implementation of this system, currently established travel industry-related courses could be transferred to videotape presentations with student activities, supplementary readings, and competency-based evaluative measures. Credit courses could also be modularized (e.g., a three-credit course could be broken into three one-credit segments) for easier management and presentation.

Because TIM 101 (the introductory course which provides students with an overview to the field of study and to the industry) is a prerequisite for all upper-division TIM courses, the School has targeted it as the first priority in its efforts to adapt courses for delivery in alternative formats. Supplemental funding was provided by the University of Hawaii's Office of Information Technology during the spring of 1990 to enable TIM (in conjunction with the Department of Communication) to develop video segments for use in TIM 101 classes. This project produced eight video segments which were shown in TIM 101 classes on Maui during Fall 1990 and are currently in use in classes on the Manoa campus.

In Spring 1991, the School applied for and was offered a grant from the University of Hawaii's Alternative Delivery Fund for 1991-92 to put into video format the entire TIM 101 course for adaptable delivery to the neighbor islands. However, due to budgetary cutbacks, no designated TIM 101 faculty was able to commit the time required for this project. Future efforts in this area hinge upon the availability of adequate resources.

Articulation

The University of Hawaii Inter-Campus Articulation document, dated March 1989, seeks to increase and improve the articulation of credits between campuses and to facilitate undergraduates' continuum of education within the UH system. According to the TIM School's Report to the 1992 Legislature on H.C.R. 84-91, currently there are no visitor industry courses transferrable from the Community Colleges to the TIM School, even though there are areas of commonality in the programs.

The TIM School and Community Colleges will be working in collaboration with the University Council on Articulation to formulate policies, procedures, and criteria for the transfer of students and academic credit in food service and visitor industry programs systemwide.

Six-Year Plan

Project funds supported the TIM School's generation of a six-year action plan for the development of comprehensive, system-wide training and educational services for the visitor industry. Its four broad goals are:

- Increased coordination between the different travel industry programs within the university system;
- Development of ongoing needs assessment mechanism, conducted in cooperation with other research agencies and the travel industry;
- Development of alternative program delivery formats to meet the differing needs of populations targeted for training; and
- Collaborative planning with State agencies and the visitor industry to improve student/employee recruitment and educational policy for employees.

TIM SCHOOL PROGRAM STATISTICS

		<u>Enrollment</u>		
	88-89	89-90	90-91	
Big Island				
Counseling Skills for Employee Retention	30			
Managing Cultural Diversity	13			
Training for Managers Who Train	23			
Productivity & Quality Assurance Management		4		
Hotel Marketing and Sales		8		
Management Styles and Motivation		11		
Managing & Training for Customer Satisfaction		8		
Supervisory Skills for New Managers		15		
Working with the Japanese in the Vis. Industry		30		
Banquet, Catering & Meeting Services Mgt.			19	
Cultivating Attitudes for Management Success			8	
High Performance Management			15	
Housekeeping Management			18	
Managerial Accounting for Hotel Middle Managers and Supervisors			7	
Multicultural Workforce in the Hospitality Industry			8	
Training the "Skills" Trainer			<u>10</u>	
TOTAL	<u>66</u>	<u>76</u>	<u>85</u>	
Kauai				
Counseling Skills for Employee Retention	17			
Managing Cultural Diversity	22			
Training for Managers Who Train	69			
Hotel Marketing and Sales		15		
Management Styles and Motivation		9		
Managing & Training for Customer Satisfaction		11		
Supervisory Skills for New Managers		19		
Working with the Japanese in the Vis. Industry		15		
Banquet, Catering & Meeting Services Mgt.			10	
Cultivating Attitudes for Management Success			17	
High Performance Management			14	
Managerial Accounting for Hotel Middle Managers and Supervisors			17	
Multicultural Workforce in the Hospitality Industry			12	
Training the "Skills" Trainer			<u>16</u>	
TOTAL	<u>108</u>	<u>69</u>	<u>86</u>	

TIM SCHOOL PROGRAM STATISTICS

	88-89	<u>Enrollment</u>	
		89-90	90-91
Maui			
Counseling Skills for Employee Retention	21		
Managing Cultural Diversity	42		
Training for Managers Who Train	30		
Hotel Marketing and Sales		14	
Management Styles and Motivation		23	
Managing & Training for Customer Satisfaction		16	
Supervisory Skills for New Managers		24	
Working with the Japanese in the Vis. Industry			26
Banquets, Catering & Meeting Services Mgt.			19
Housekeeping Management			22
Managerial Accounting for Hotel Middle Managers and Supervisors			28
Multicultural Workforce in the Hospitality Industry			18
Training the "Skills" Trainer			<u>23</u>
TOTAL	<u>93</u>	<u>77</u>	<u>136</u>

TIM 101 Credit Course Completions 12

All TIM School's non-credit courses were 12 hours. The TIM 101 Credit Course was 40 hours.

COMMUNITY COLLEGES

Between July 1988 and December 1991, 125 Community College courses and programs were developed. Nearly 90% will continue to be offered, primarily as non-credit courses. Kauai Community College concentrated on developing courses which are now offered for credit and/or have become part of certificate programs. Over 7000 participants attended these programs over the past three and a half years. Detailed enrollments for all the Community College courses are shown on pages 59-64. Analyses of the colleges' projects follow.

Hawaii

Project cost per participant:	1988-89	\$123
	1989-90	\$140
	1990-91	\$ 52
	Average	\$ 85

Hawaii Community College (HawCC) brought tourism training to West Hawaii, long geographically isolated from higher education. Although the UH West Hawaii center has been increasing its credit offering in visitor industry programs, there were no non-credit courses to update West Hawaii employees in recent years. During the last year of the TTC project alone, 542 people took 27 non-credit courses. Meeting the training needs defined by restaurant owners was an early project goal.

Of special interest was HawCC's pilot of a three phase, nine month, Hotel Vocational English as a Second Language Program at the Mauna Kea Beach Hotel. The non-credit training was designed for immigrant hotel employees working in the housekeeping department who wanted to improve their oral communication skills. The curriculum for this program has been shared with Kapiolani and Maui Community Colleges.

Kauai

Project cost per participant:	1988-89	\$ 58
	1989-90	\$ 79
	1990-91	\$156
	Average	\$ 84

Kauai developed five fewer courses than expected. It used its grant funds to build college credit programs and a computer based literacy program for the workplace.

Credit programs in Landscape and Facilities Engineering Technology were developed. A Supervision of Engineers course was also developed

which addresses some of the practical, everyday challenges, issues and concerns faced by first line engineering supervisors. Parts of the course have been incorporated into the academic credit offerings. A non-credit version will be repeated in the future. The Japanese culture seminars developed for visitor industry personnel have directly led to an emphasis on teaching culture in newly developed credit Japanese language classes.

A successful basic literacy program was developed with computers at the center of the learning process. Housekeeping employees at the Westin Kauai, working at their own pace, use computers at the worksite to learn basic literacy skills and much more. Computers are very successful in empowering the students, and the use of computers does much to remove the stigma of being in a "literacy" program. In addition, a number of the people realized using a computer is a desirable job skill.

Maui

Project cost per participant:	1988-89	\$ 53
	1989-90	\$126
	1990-91	\$ 68
	Average	\$ 73

VITEC met the needs of a new target group with its course, "Maui Activities: Agents' Certification." The course was developed over the summer 1990 and piloted during VITEC's fall training cycle 1990, working closely with the Maui Activities Professionals Association (M.A.P.). One of M.A.P.'s main goals was to increase the professionalism of their members. VITEC staff worked closely with the M.A.P. Board of Directors in the design and development of the course. Based on their input, VITEC staff developed and piloted the curriculum. The twenty-four hour, eight session course was team-taught by VITEC trainers and M.A.P. members.

Since the project's beginning, VITEC has focused on communication skills in a multicultural workplace, effectively serving visitors from Japan, and heritage interpretation. These are VITEC's long-standing areas of expertise.

VITEC experimented with various approaches to improve employee communication skills, especially for non-standard English speakers. The response from employees remained disappointing however, and VITEC did not accomplish its plans in ESL.

VITEC developed a resource library of training curricula and videos. The resources are available to both businesses and educators.

Honolulu

Project cost per participant:	1989-90	\$126
	1990-91	\$ 54
	Average	\$ 76

Since Honolulu was concentrating heavily on re-formatting and courses from other colleges, it planned on developing many courses (45) over its two years of funding. The college developed 17 fewer courses than planned. Five of these were in Landscaping Maintenance, where interest was too low to proceed. HCC piloted one less course than planned.

Honolulu re-formatted its long-standing credit and apprenticeship courses in Facilities Maintenance into short non-credit courses. HCC also served a new target group -- floral shop owners -- with a package of non-credit courses. Both the Floral Design and Facilities Maintenance courses were tailored to the needs of small businesses and their employees.

Since the end of the TTC grant, approximately 15 additional courses have been conducted and plans have been made to include them as a regular offering of the non-credit program. These courses will be offered as non-credit courses since the format will satisfy the needs of the target population. The target population is looking for short intensive courses that can provide instruction of fundamentals and/or training of basic skills needed for minor repairs and/or determining whether a professional is needed. These courses are self-supporting as there has been industry demand and support for them.

Honolulu sought post-training evaluation from employers. This is an important step --- not only to assess the usefulness of courses, but also to involve the employers in reinforcing what their employees learned. The employers gave favorable evaluations and requested continuance of the HCC courses.

Kapiolani

Project cost per participant:	1989-90	\$140
	1991-91	\$ 82
	Average	\$109

Kapiolani Community College played a key role as project coordinator for the community colleges, pulling together proposals, contracts, reports, and collegial meetings. It helped fledgling programs start, shared its expertise in heritage interpretation, and serves as the repository for documented curricula and resources.

Kapiolani also tried to reach difficult target populations: employees at smaller hotels, limited English-speaking cab drivers, limited English-speaking candidates for supervisory housekeeper positions, and tour and travel small businesses. The reality of Kapiolani's ambitious attempt to fill needs was that these were indeed difficult groups to serve. For instance, disinterest by taxi cab drivers in learning English as a Second Language (ESL) forced Kapiolani to suspend plans to offer ESL training although a course was developed and the need persists.

Kapiolani developed three fewer courses and piloted six fewer courses than planned. KapCC expanded its Interpret Hawaii repertoire. Existing non-credit courses were modified for housekeepers to meet their new NEHA (National Executive Housekeepers Association) recertification requirements.

Leeward

Project cost per participant:	1989-90	\$ 6
	1990-91	\$245

Leeward Community College devised a comprehensive pre-employment training program offering a range of services from intake, assessment, and course placement, to career exploration, skills training, and personal development and counseling. An example of course progression: Basic Computer Keyboarding - Office Skills Training - Enhanced Office Skills - Front Office Reservations - Office Administration Skills (Supervisory Techniques). This is a significant plan to prepare a large unemployed population for upcoming visitor industry jobs in West Oahu.

Although Leeward's seminars to introduce residents to visitor industry job opportunities and related training attracted over 3,000 people, they did not actually lead to very much training enrollment. LCC found the residents only wanted training for current jobs and were not interested in training for the visitor industry jobs which are expected in Leeward Oahu in the near future. This explains the wide difference in project-cost-per-participant in Year 1 versus Year 2, rendering an average cost meaningless.

Leeward planned to develop and pilot ten non-credit courses with TTC funds. There was difficulty from the beginning of this project in separating TTC funds from other developmental funds available to Leeward. It appears that TTC funds were not used to actually develop or modify the courses. Leeward piloted two fewer courses than expected.

COMMUNITY COLLEGE PROGRAM STATISTICS

	88-89	<u>Enrollment</u>		<u># of</u> <u>Hours</u>
		89-90	90-91	
Hawaii Community College				
<i>For restaurants:</i>				
Nutrition and Dietary Cooking	14			30
Professional Waiters & Waitresses		19	10	14
Japanese Vegetable Carving		7		15
Art of Serving Customers		12		7
Sanitation Assessment of Food Ests		8	16	6
Problem Solving Skills for Managers		12		14
Leadership Training for New Supervis.	21			14
Advanced Hawaii Regional Cuisine for Professional Cooks			49	9
Perspectives on Professional Food Service			11	2.5
<i>Through Apprenticeship Program:</i>				
Apprentice Dinner Cooks (Mauna Kea Beach Hotel)	2			
Ice Carving	16	4		10
Tallow & Soft Dough Carving	18			20
Mid-Management Communications (Mauna Lani Hotel)	40			
<i>Japanese Language:</i>				
Train the Trainer to teach Japanese language (Waikoloa Hyatt Hotel)	14			10
Japanese language for the Hotel Employee (Hyatt)	18			15
Basic Conversational Japanese			45	20
<i>Landscaping:</i>				
Basic Principles of Landscaping	40	33		3
Plant Propagation		52	7	3
Plant Materials		23		3
Basic Principles of Irrigation			31	3
Hawaiian Heritage Plants			12	3
Hotel and Resort Landscaping			25	3
Landscape Pest Management			26	3
Landscape Themes			20	3
Thoughtful and Waterwise Gardening			12	3
Turf Management			14	7
Use of Native Plants in the Landscape			53	7

COMMUNITY COLLEGE PROGRAM STATISTICS

	88-89	<u>Enrollment</u>		# of <u>Hours</u>
		89-90	90-91	
Hawaii Community College, cont'd				
<i>Communication:</i>				
Dealing with Difficult People		11		7
Successful People Skills		11		12
Business Letter Writing Skills			18	3
Communication: Key to Effective Management			7	7
Vocational English as a Second Language for Hotel Employees			10	72
Huna for the 90's - Customer Service with Aloha			11	6
<i>Interpretation:</i>				
Interpreting the Big Island: Kona			33	40
<i>Maintenance:</i>				
Electrical Maintenance Lab			11	20
Housekeeping Administrative Techniques			5	14
Housekeeping Training Techniques			10	14
<i>Computers:</i>				
Introduction to IBM-DOS			30	3
Introduction to the IBM-PC			25	6
Introduction to Lotus 1-2-3			22	9
Introduction to WordPerfect			29	9
TOTAL	183	192	542	

COMMUNITY COLLEGE PROGRAM STATISTICS

	<u>Enrollment</u>			# of <u>Hours</u>
	88-89	89-90	90-91	
Kauai Community College				
<i>Interpret Kauai:</i>				
History & Traditions of the Hawaiian People	35			12
The Unique Story of Kaua'i	46			12
Nature Around Us	66			12
The Current Kaua'i	49			10
Grove Farm Museum Homestead	16			2
Pacific Tropical Botanical Garden	19			3
Wailua, A Sacred Site	24			6
Ethnic Oral History	19			3
Hanapepe Town	13			3
Interpretation Conference			47	3.5
<i>Landscaping:</i>				
Landscape Maintenance	120			9
Pests & Diseases		36		3
Irrigation		41		3
Soils & Fertilizers		56		3
Plant Identification		26		3
Plant Propagation		28		3
<i>Japanese Culture:</i>		153		
Form and Rituals		47		3
The Customer Oriented Society		46		3
The Arts of Wrapping and Folding		42		3
The Arts of Healing		36		3
Japanese Culture Through the Art of Tea		47		4
<i>Literacy:</i>				
Tutor Training (Westin Kauai)		15		6
Literacy			20	2
<i>Housekeeping:</i>			44	30
Products and Applications				
Principles of Housekeeping				
<i>Engineering:</i>				
Energy Conservation Management	21			3
Supervision for Engineers			21	9
TOTAL	<u>428</u>	<u>573</u>	<u>132</u>	

COMMUNITY COLLEGE PROGRAM STATISTICS

	<u>Enrollment</u>			<u># of Hours</u>
	88-89	89-90	90-91	
Maui Community College (VITEC)				
<i>Interpretation:</i>				
Interpret Maui (40-hour certification program)	65			40
Interpret Maui: The Ocean		112	32	24
A Future for Our Past (conference)			100	8
Culturally Sensitive Training			30	3
Global Congress for Heritage				
Interpretation (workshop)			50	1
Interpretation Seminar/Forum			25	8
<i>Job-Specific Communication Skills:</i>				
Dealing with Difficult Customers	51			15.5
The Take Charge Office Professional	124			6
Strategies for the Professional Secretary	14			5
Communication Skills for Career Advancement in the Visitor Indus.	0			2
Understanding Maui's Multicultural Diversity	25			3
<i>English As a Second Language:</i>				
English Conversation Skills	10			32
<i>Japanese Culture:</i>				
Negotiating with the Japanese	59			3
Understanding Japanese Attitudes toward Business	71		37	4
Understanding Japanese Attitudes toward Service		51	97	4
<i>Maintenance Engineering:</i>				
Troubleshooting Skills	34			24
Reading Schematics and Symbols	18			24
Hotel & Condo Pool & Spa Care		16		12
Introduction to Air Conditioning and Refrigeration		43		72
Understanding Basic Electricity			21	72
<i>Maui Activities Agents' Certification:</i>				
			20	16
TOTAL	471	222	412	

COMMUNITY COLLEGE PROGRAM STATISTICS

	<u>Enrollment</u>		<u># of</u>
	89-90	90-91	Hours
Honolulu Community College			
<i>Hotel/Condo Maintenance:</i>			
Introduction to Blueprint Reading	9		18
Schematics Reading	17		20
Introduction to Carpentry	11		10
Basic Electricity	17		20
Basic Electronics	15		10
Refrigeration/Coolers/Air Cond.	10	8	9
Introduction to Air Conditioning	16	15	20
Introduction to Welding	11	12	20
Planned Program Maintenance	9	15	10
Understanding Electricity		29	20
Introduction to Plumbing		22	20
Welding II-ARC		30	20
Introduction to Gas Welding		9	20
<i>Hotel Housekeeping:</i>			
Guestroom/Restroom Care	30	27	9
Operational Problem Solving		15	6
How to Have Happy Guests		30	6
Supervisory Skills		28	6
Employee Attitudes		22	6
<i>Small Floral Business:</i>			
Basic Floral Design	15	32	18
Basic Lei Making	15	22	12
Hawaiian Floral Design	15	43	12
European Floral Design		28	12
Care and Handling Flowers		27	4
West Line Floral Design -		30	12
TOTAL	190	444	

COMMUNITY COLLEGE PROGRAM STATISTICS

	<u>Enrollment</u>		<u># of</u>
	89-90	90-91	<u>Hours</u>
Kapiolani Community College			
<i>Small Hotels:</i>			
Managing to Retain Employees	7		2
Effective Business Writing	12		2
Working with Employees from Different Cultures	12		18
Calming Upset Customers	20		7
<i>Housekeepers:</i>			
More Effective Supervision	20		6
Is Your Attitude Showing?	20)		7
Speak Up!	20)		
Negotiations Skills	31		7
Intensive ESL for Housekeepers	5		24
<i>Heritage Interpretation:</i>			
Place Names of Waikiki		76	2
Place Names and History of Waikiki		8	2
The History of Hawaiian Music		16	2
The History of Hula		13	2
Waikiki: Home of the Monarchs		54	2
Historic Sites in Waikiki		57	2
Flowers and Rare Plants of Waikiki		12	2
Telling the Hawaii Story		10	2
Ho'okipa: Island Hospitality		<u>4</u>	2
TOTAL	<u>147</u>	<u>250</u>	
Leeward Community College			
Seminars on Ko Olina job opportunities	3100		27
Hotel Job Group Fair	862		6
Basic Cooking Techniques		11	30
Food Production	20	10	24
Basic Keyboarding	30	24	24
Office Skills Training		15	72
Conversational Japanese - (Beg., Int., Adv.)	158		16/16/20
Golf Course Maintenance		<u>12</u>	20
TOTAL	<u>4170</u>	<u>72</u>	

RECOMMENDATIONS

1. Since the expectation of R & D projects is that the educational institutions will take over successful projects, University of Hawaii should examine and fund at least minimal staff (clerical and administrative) to support extension programs of the TIM School and Community Colleges.
2. DLIR and schools should emphasize computer-assisted instruction which has been demonstrated as effective in teaching basic skills to workers to qualify them for better visitor industry positions.
3. According to legislative intent, this R & D project distributed funds equitably between the institutions and allowed wide-ranging experimentation. Distribution of future funds should be apportioned according to identified needs and quality of project plans.

Appendix A

RETAIL SALESPeOPLE IN HAWAII'S VISITOR INDUSTRY

KEY INFORMANT QUESTIONNAIRE

INDUSTRY

The purpose of this interview is to gain information on the retail salesperson occupation; to assess labor needs and identify the changes, trends, and issues which impact employment in this occupation. This information will be helpful to planners and training providers as they develop training programs for this occupation.

Name:

Title:

Name of Business Organization:

Number of Employees:

Est. Percentage of Visitor Clientele:

WORKFORCE MIX

- 1) What percentage of all your employees are salespeople?
- 2) Of your salespeople, what percentage work full-time vs part-time?
- 3) Is your need for salespeople steady year-round?
 - a. If not, please elaborate.

RESPONSIBILITIES, SKILLS AND ADVANCEMENT

- 4) Please describe the duties and responsibilities of salespeople in your business?
- 5) What specific skills do you look for from applicants which prepare them for a salesperson position?
- 6) How would you describe the career ladder for salespeople in your business?
 - a. Both horizontal and vertical
- 7) What does it take to advance?

- 8) Does education level make any difference for salespeople entering or advancing in their job? If yes, please elaborate.

TRENDS AND CHANGES

- 9) In what ways has the job of salesperson changed due to:
- a. Use of new technology
 - b. Changing business practices
 - c. Retail trends
 - d. Other? How?
- 10) What else can we expect in the future? 5-10 yrs.

LABOR DEMAND AND SUPPLY

- 11) How severely has the statewide labor shortage affected your ability to meet your need for salespeople?
- 12) What strategies, if any, are currently being used by your company to deal with shortages of salespeople?
- 13) Are there other factors that affect your ability to find or retain salespeople? Please elaborate.
- a. How about lack of enough qualified applicants?
- 14) How would you rate turnover among salespeople in your company?
% or Scale: H-M-L
- 15) How is your business trying to manage turnover among salespeople?

RECRUITMENT

- 16) How does your business recruit for salespeople?
- a. Notice of openings
 - b. Applicant screening and interviews process
- 17) Where has your business been successful in recruiting for salespeople?
- 18) Are your new hires well prepared? If not, what skills are they lacking?

TRAINING

- 19) How are new salespeople trained for their job?
 - a. What are they taught?
 - b. Who does the training?
 - 1) Supervisor OJT
 - 2) On-site workshops
 - 3) Send them to workshops or courses
 - 4) Suggest they take courses
- 20) Is training offered to salespeople for:
 - a. Advancement?
 - b. Acquiring new skills? Examples
 - c. Other, specify
- 21) Are outside training programs adequate to meet your company's needs?
- 22) What improvements in training for salespeople would you recommend?
- 23) Who else should I talk to for information on salespeople?

Appendix B

RETAIL SALESPeOPLE IN HAWAII'S VISITOR INDUSTRY

KEY INFORMANT QUESTIONNAIRE

TRAINING PROVIDERS

The purpose of this interview is to gain information on the retail salesperson occupation; to assess labor needs and identify the changes, trends, and issues which impact employment in this occupation. This information will be helpful to planners and training providers as they develop training programs for this occupation.

Name:

Title:

Name of Institution or Program:

- 1) Please describe any training you offer for the job of retail salesperson.
 - a. What skills are learned?
 1. Preparation for the job
 2. Currently employed salespeople
 3. How does your salesperson training address retail trends, new technology, and new business practices, overall?
 4. What else can we expect in the future? 5-10 yrs.
- 2) Is there any training specifically for a salesperson in the visitor industry?
If so, how is that training different?
- 3) How is training for retail salespeople delivered?
- 4) Who are the students in your sales training?
 - a. Sponsored by employer
 - b. Referred by employer

- c. Referred by programs such as JTPA or JOBS
 - d. Full-time or part-time student who enrolled on their own
- 5) How many work in visitor industry and related retail?
- 6) Why are they seeking this training?
- a. Job preparation
 - b. Acquire new skills
 - c. Re-training due to innovation
 - d. Career advancement
 - e. Other, specify
- 7) Have you noticed changes in demand for this training over the past five years?
- a. From businesses
 - b. From students
- 8) How do you keep on top of what kind of training businesses want?
- 9) What do they say they want?
- 10) What improvements in training for salespeople would you recommend?
- 11) Who else should I talk to for information on salespeople?

Appendix C

TOURISM TRAINING COUNCIL GOALS AND OBJECTIVES

The Tourism Training Council's mission is to develop and improve the quality of the visitor industry workforce and encourage opportunities for career development and upgrading for present and future employees in the visitor industry. The Council's goals are to:

- Address the human resource component in economic development
- Develop a quality visitor industry workforce
- Improve career development and upgrading opportunities for visitor industry workers
- Increase preparedness of Hawaii's people for higher level jobs
- Create employment opportunities for marginally employable people
- Provide accessible training opportunities statewide

The Council was established in 1985 as in implementing action of the State Tourism Functional Plan in 1985 and was statutorily established in HRS 373F in 1988. Council members are appointed by the Governor and represent a cross section of the tourism industry including labor, management, education, and employment and training programs.

1988-91 Publications

- *Inventory of Visitor Industry Education and Training Programs*, August 1986, November 1988, June 1990.
- *Job Physical Assessment Tool Handbook*, June 1988.
- *Report to the Governor on Tourism Training*, March 1989, June 1990, March 1991.
- *Physically Challenged Workers ... Hawaii's Untapped Labor Resource*, August 1990.
- *I ka Po'okela ... quarterly supplement to Commission on Employment and Human Resources' newsletter, Na Po'e Hana.*

TOURISM TRAINING COUNCIL GOALS AND CORRESPONDING COUNCIL PROJECTS

ADDRESS HUMAN RESOURCE COMPONENT IN ECONOMIC DEVELOPMENT	DEVELOP A QUALITY VISITOR INDUSTRY WORKFORCE	IMPROVE CAREER DEVELOPMENT AND UPGRADING OPPORTUNITIES	INCREASE PREPAREDNESS OF HAWAII'S PEOPLE FOR HIGHER LEVEL JOBS	PROVIDE ACCESSIBLE TRAINING OPPORTUNITIES	CREATE OPPORTUNITIES FOR marginally EMPLOYABLE PEOPLE
MONITORING AND REPORTING OF EMPLOYMENT SITUATION IN THE VISITOR INDUSTRY: Published two reports: "Discussion Paper: The Labor Demand and Supply Dilemma for Hawaii's Visitor Industry" (May 1987) and the "Visitor Industry's Labor Needs on the Neighbor Islands." (December 1987)	INVENTORY UPDATE: <u>Inventory of Visitor Industry Education and Tourism Programs</u> is updated periodically. (1986, 1988 and 1990) CLEARINGHOUSE AND QUALITY STANDARDS PROJECT: \$16,525 to set up the Council's Clearinghouse function and establish standards of quality for visitor industry food service training programs. (1990-91) RETAIL SALESPERSON: Study of training needs of the retail salesperson occupation. (1991-92)	ALU LIKE PROJECT: \$11,000 from Alu Like's Native Hawaiian Vocational Education Program and \$8,700 in state supplemental budget to identify and recommend changes to management practices and training gaps which are barriers to career advancement in Hawaii's hotel industry. (1989-90) GROUND TRANSPORTATION PROJECT: \$8,700 in state funds to identify training gaps and recommend changes to practices which may be barriers to career advancement by employees into management positions in the ground transportation industry. (1989-90) IN-HOUSE TRAINING: Study of in-house training in visitor industry and how best to supplement it. (1990-91)	UNIVERSITY PROJECT: \$655,000 to TIM School and Community Colleges for the expansion of tourism training programs (1988-91) DOE PROJECT: \$66,000 to the DOE to deliver visitor industry training at the high school level, Farrington H.S. and Waipahu H.S. (1990-92) HUMAN RESOURCES MANAGEMENT: Survey of human resources management preparation which is available to students in travel industry management programs. (1991)	AIRPORT TRAINING NEEDS: Survey of how to coordinate training courses for the different occupations working at Honolulu International Airport. (1990-91) CIRCUIT RIDER: \$50,000 state appropriation and \$50,000 federal funds from Small Business Development Center Network to deliver convenient training, management, and technical assistance to small businesses in West Hawaii. (1990-91)	JOB PAT PROJECT: Developed Job Physical Assessment Tool (Job PAT) and published a guide to expand employment opportunities for individuals with disabilities. Held statewide workshops for employers. (1987-88) \$34,000 by the DVR to demonstrate the use of the Job PAT to increase the number of people with disabilities employed in the visitor industry. (1989-90) Published <u>Physically Challenged Workers...Hawaii's Untapped Labor Resource</u> (1990) Placed and studied experience of students with physical disabilities in becoming successfully employed. (1990-91)



1993 REPORT TO THE GOVERNOR ON TOURISM TRAINING



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TOURISM TRAINING COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

1993 REPORT
TO THE GOVERNOR
ON
TOURISM TRAINING

GOVERNOR JOHN WAIHEE

KEITH W. AHUE, Director
Department of Labor and Industrial Relations

January 1993

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EXECUTIVE DIRECTOR

COMMISSION ON EMPLOYMENT AND HUMAN RESOURCES

January 1993

The Honorable John Waihee
Governor, State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Dear Governor Waihee:

The Tourism Training Council is pleased to submit its 1993 *Report to the Governor on Tourism Training*. In addition, we published *The Labor Situation in Hawaii's Visitor Industry* this November. The study and its recommendations were used in planning the Labor Department's economic recovery efforts for Kauai after Hurricane *Iniki*. Kauai's crisis should provide the opportunity to rebuild a more competitive and visitor and worker friendly resort.

Labor demand and supply, career advancement, job preparedness, work conditions, and training development and accessibility have long been the focus of Council efforts in the visitor industry. The chapter on "The Tourism Training Council Since 1985: Highlighting the Human Resource Dimension" presents a history of all Council studies, projects and activities which culminate in the Council's action agenda for the future.

Clem Judd, the Council's Chairman from its inception until his passing in January 1992, was especially dedicated to increasing "Tourism Courses at the High School Level." This chapter includes a comprehensive look at visitor industry training ties to the Department of Education, as well as the final report of the Council's pilot projects at Waipahu and Farrington High Schools.

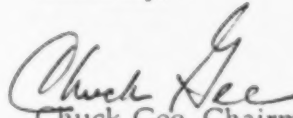
Itinerant consulting and training services were delivered this year to small businesses in West Hawaii by a joint pilot project of the Council and the Small Business Development Center Network at the University of Hawaii at Hilo. "Circuit Rider" describes how a mobile and flexible Business Analyst assisted struggling businesses and laid off workers to cope with the region's severe economic slowdown.

The Honorable John Waihee
January 1993
Page 2

A November 1992 workshop on "Professional Standards for Hawaii's Tour Guides," co-sponsored by the Council with six active partners, laid the foundation for improving the quality of this highly visible sector of the travel industry. A task force will use the recommendations in this report when it starts work in January.

On behalf of the members of the Council, I wish to thank you and the Legislature for supporting Council programs and activities. We have also been blessed with extraordinary cooperation from the many individuals and organizations who have assisted the Council with its work. We acknowledge and thank them all.

Sincerely,

A handwritten signature in cursive script that reads "Chuck Gee".

Chuck Gee, Chairman
Tourism Training Council

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TOURISM TRAINING COUNCIL GOALS AND CORRESPONDING COUNCIL PROJECTS

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**THE TOURISM TRAINING COUNCIL
SINCE 1985:
HIGHLIGHTING THE HUMAN RESOURCE DIMENSION**

GOALS AND OBJECTIVES

The Tourism Training Council's mission is to develop and improve the quality of the visitor industry workforce and encourage opportunities for career development and upgrading for present and future employees in the visitor industry. The Council's goals are to:

- Address the human resource component in economic development
- Develop a quality visitor industry workforce
- Improve career development and upgrading opportunities for visitor industry workers
- Increase preparedness of Hawaii's people for higher level jobs
- Provide accessible training opportunities statewide
- Create employment opportunities for marginally employable people

The Council was established in 1985 as an implementing action of the State Tourism Functional Plan in 1985 and was statutorily established in HRS 373F in 1988. Council members are appointed by the Governor and represent a cross section of the tourism industry including labor, management, education, and employment and training programs.

1988-92 Publications

- *The Labor Situation in Hawaii's Visitor Industry*, November 1992.
- *Inventory of Visitor Industry Education and Training Programs*, August 1986, November 1988, June 1990.
- *Report to the Governor on Tourism Training*, March 1989, June 1990, March 1991, May 1992.
- *Physically Challenged Workers...Hawaii's Untapped Labor Resource* August 1990.
- *Job Physical Assessment Tool Handbook*, June 1988.
- *I ka Po'okela ... quarterly supplement to Commission on Employment and Human Resources' newsletter, Na Po'e Hana.*

ACCOMPLISHMENTS AND NEXT STEPS

The Tourism Training Council brings the expertise and perspective of the Labor Department, where it is administratively attached. It has become the authority and advocate for the human resource dimension of Hawaii's visitor industry. The Council assesses needs through studies and regular contact with the visitor industry. The Council makes recommendations for solutions to identified problems and gaps and also initiates pilot projects to test the feasibility of its ideas. It has been able to get support and action for tourism training programs which may not receive high priority in other agencies.

Goal: Address Human Resource Component In Economic Development

Major threats to the health of the visitor industry are the labor demand and supply changes and problems brought on by economic conditions or development policy. Between 1986-1990, the visitor industry found itself in the midst of a severe labor shortage brought on largely by economic growth and rapid expansion of resort areas, especially on the neighbor islands. This dramatically increased the demand for labor.

Assessment (1987)

The Council assessed the employment situation in its *The Labor Demand and Supply Dilemma for Hawaii's Visitor Industry* (May 1987). The discussion paper examined the levels and variety of workers needed and the availability of labor supply in the state for visitor industry enterprises. That basic report was followed by a focused analysis of *The Visitor Industry's Labor Needs on the Neighbor Islands* (August 1987).

Action

Based on these findings, the Council directed project funds to increase the trained labor force, to retain employees, and to deliver training in rapidly growing resort areas.

Initiative: Bringing people with disabilities into the labor pool. To enlarge the labor supply from within the existing community, the Council recommends developing new sources of labor by focusing on underutilized groups such as people with disabilities, older jobseekers, and former homemakers. In 1987, the Council held statewide workshops for employers on recruiting workers with physical disabilities. It also developed the Job Physical Assessment Tool (Job PAT) which allows employers to rate the physical requirements of any job. In an effort to help employers recruit and hire people with physical disabilities, the Council published a "quick and

easy" guide entitled *Job Physical Assessment Tool Handbook* that tells employers how to use the Job PAT. The 1990 Council publication, *Physically Challenged Workers ... Hawaii's Untapped Labor Resource*, encourages employers to hire people with physical disabilities.

In 1989, with a \$34,000 contract from the state Division of Vocational Rehabilitation, the Council demonstrated the use of the Job PAT to recruit people with disabilities. The following year, the Council documented the barriers that students with disabilities face when trying to educate and prepare themselves for employment.

Next Steps

The Commission on Employment and Human Resources, where the Tourism Training Council is housed, used the Council's work to launch projects of its own. This year, the Commission is working with the Hawaii Hotel and Restaurant Industry Employment and Training Trust (HARIETT) to develop cooperative education worksites and on-site job exploration opportunities for students at its member hotels on Oahu.

Initiative: Delivering fast-start training to rapidly growing resort areas.

The 1988 legislature took the lead to speed development and delivery of visitor industry training programs to the neighbor islands by appropriating \$156,000 for FY 1989 to the Council for expenditure by University programs. The legislature sought an immediate response to pressing training needs in fast-growing resort areas. Granting funds to the Council is the fastest existing way to convert money to actual programs, even when funding its own public university system. The Council grant also permitted the university to experiment with course content and delivery.

Under the 1988 appropriation, the Community Colleges were responsible for initiating entry level and career upgrading courses, while the School of Travel Industry Management's (TIM) responsibilities were targeted for baccalaureate level credit courses and programs to meet executive and managerial needs. In all, 1,112 participants received tourism training from the neighbor island community colleges, and 177 attended TIM management seminars on the neighbor islands.

Assessment (1992)

The Gulf War, national economic recession, troubles for foreign investors, changes in corporate structure, and Hurricane *Iniki* have combined since 1990 to change conditions dramatically from the labor shortage days. The Council examined how the visitor industry workforce is faring in *The Labor Situation in Hawaii's Visitor Industry* (November 1992).

Next Steps

Bold new recommendations from this study lay the groundwork for the Council's future agenda:

- 1. \$250,000, which was based on an amount equivalent to one percent of the State's 1992-93 funding resources for marketing and promotion of Hawaii's visitor industry, should be dedicated to training and development of quality standards for the industry's workers. A new emphasis will be on cross-training for greater productivity and survival in today's high performance workplace.*
- 2. Human resource development should be defined and addressed in all State planning policies.*
- 3. The visitor industry should actively promote the Hawaiian culture and environment at resorts.*
- 4. The visitor industry should consider a "Master" worker concept. Flattened business organizations reduce career advancement opportunities, but result in increased responsibilities for remaining workers. Compensating them for their shared knowledge and skills will support the teamwork, peer training, and individual leadership required in the new high performance work environment.*

The study and its recommendations were further used in the DLIR Hurricane *Iniki* economic recovery planning and implementation efforts for Kauai County.

Goal: Build a Skilled and Competitive Visitor Industry Workforce

Since 1988, numerous visitor industry training projects and studies have been funded through the Council to address worker preparedness, career advancement and accessibility. Training is at the core of these concerns. Generous funding and productive collaboration between the visitor industry, education providers, other government agencies, and the Council have resulted in development and expanded delivery of innovative training programs, and direction from research and recommendations.

Assessment

Inventory of Visitor Industry Education and Training Programs. The first Council task was to inventory what training programs existed. The inventory also assists counselors and program planners. The first inventory was published in 1986 with the resources and staff of the Commission on Employment and Human Resources, before the Tourism Training Council received any funding. The inventory has subsequently been updated and published in 1988 and 1990.

Model for Assessing Training Programs. In 1990-91, with a \$16,525 appropriation, the Council established guidelines for assessing visitor industry food service training programs. The background report for this project provided a model for the trends and data which need to be known for each sub-industry and its respective training programs; e.g., hotels, retail, transportation, recreation, conventions and meetings, entertainment, attractions.

Next Steps

The Tourism Training Council is unable to complete the assessment of visitor industry training programs without additional staff.

Studies on Preparation. In the 1991 *Report to the Governor on Tourism Training*, Council staff studied in-house training in the visitor industry and how best to supplement it. In the 1992 *Report to the Governor on Tourism Training*, a student intern surveyed the human resources management preparation which is available to students in travel industry management programs; and Council staff identified the required skills and training needs of the retail salesperson occupation.

Study on Accessibility. In the 1991 *Report to the Governor on Tourism Training*, student interns surveyed how to coordinate training courses for the different occupations working at Honolulu International Airport.

Studies on Career Advancement. In 1989-90, the Council conducted two parallel studies on career advancement aimed at finding ways to increase the number of Island people in the managerial levels of the visitor industry. Both studies made recommendations on management practices and education and training gaps which are barriers to career advancement into supervisory and into mid- and upper management level positions. The Legislature funded the study which looked at the ground transportation sector of the visitor industry.

Alu Like's Native Hawaiian Vocational Education Program funded the study which focused on career advancement for Native Hawaiians in the hotel industry, while the second study, legislatively funded, looked at the ground transportation sector of the visitor industry. Alu Like's study was featured in the 1990 *Report to the Governor on Tourism Training*. The information from these studies will be used by the Task Force on Tour Guides' Professional Standards (See below).

Action

Initiative: Developing Professional Standards for Tour Guides. In 1992, the Council and several partners convened a workshop to start the development of core standards and explore certification of tour guides. See chapter on "Professional Standards for Hawaii's Tour Guides" for the workshop report.

Next Steps

The Tourism Training Council will convene a task force to develop the core standards and seek voluntary certification of tour guides.

Initiative: Expanding Community College and TIM School Outreach. The 1989 Legislature again appropriated funds for 1989-91 through the Council to continue the neighbor island expansion of Community College and TIM School outreach. The Oahu community colleges were included in the new appropriation, primarily to meet the needs of new resort plans outside of Waikiki. \$656,000 was expended for the project.

Over the three and a half years of the project, the UH-TIM School developed and offered management level visitor industry related training to 529 visitor industry managers and executives on the neighbor islands. Training included TIM 101 (credit) and 34 seminars (non-credit) on 13 topics. The community colleges developed and offered 125 vocational visitor industry related courses and programs to over 7,000 tourism employees and would-be employees. The interim and final reports of this program are in the 1990 and 1991 *Reports to the Governor on Tourism Training* respectively.

Next Steps

In 1992, the Council's Executive Director joined the advisory committee to Kapiolani Community College's Travel and Tourism Program.

Initiative: Providing High School Students Opportunities to Explore Visitor Industry Careers. The Council initiated a two-year pilot program to develop visitor industry programs and courses at the high school level. Wallace Rider Farrington and Waipahu High Schools split \$33,000 in both FY 91 and FY 92 for the effort. The pilot was a response to help meet the increasing demand for qualified workers for the visitor industry. It also helped prepare youth earlier for the many career opportunities available in the visitor industry and stressed the various skills and attitudes students need to be successful in the workplace.

The Council played a key role in introducing the National Academy Foundation's Academy of Travel and Tourism model to the Department of Education and the visitor industry in Hawaii. The first Academy started in 1991 at Waipahu High School, with funds raised by its Waikiki-based industry advisory board. The second Academy started in 1992 at Kauai High and Intermediate School. The 1991 Visitor Industry Charity Walk of the Hawaii Hotel Association provided the initial funding on Kauai. Representatives of Kauai's visitor industry advise that Academy.

See chapter on "Tourism Courses at the High School Level" for the project's final report and a full discussion of the ties between Hawaii's visitor industry and the public school system.

Next Steps

The Council proposes that two-year pilots be established in each of the neighbor island counties and that support for the established programs at Farrington and Waipahu be continued. After the developmental period and expansion of tourism-related education at the high school level is completed by 1995, the courses should be incorporated and funded within the Department of Education.

Initiative: Delivering Itinerant Training and Consultative Services to Visitor Industry-Related Small Businesses. With matching \$50,000 appropriations from the 1991 Legislature and the federal government, the "Circuit Rider" project brought business consulting and training services to the steps of West Hawaii small businesses. Getting to training and costs for training have been barriers for many visitor industry businesses, particularly small and geographically dispersed ones such as those located in West Hawaii. See chapter on "Circuit Rider" for the final report on this project.

Next Steps

The model is being replicated on Kauai as part of the Hurricane Iniki recovery effort. The Tourism Training Council recommends the Small Business Development Center Network continue to expand the Circuit Rider model.

RECOMMENDATIONS

- A. The Tourism Training Council recommends that \$250,000, which was based on an amount equivalent to one percent of the State's 1992-93 funding resources for marketing and promotion of Hawaii's visitor industry, should be dedicated to a) new education and training programs in tourism, b) worker training in customer satisfaction, c) development of quality standards for the industry's workers, and d) recognition programs for outstanding tourism employees. Training funds should be expended according to the Guidelines for Tourism Training Council Projects.
- B. The Tourism Training Council recommends that the Department of Business, Economic Development and Tourism and the Office of State Planning focus on human resource development in all State planning policies as an investment strategy in economic competitiveness.
- C. The Tourism Training Council recommends that the visitor industry actively promote Hawaiian culture and environment at resorts.
- D. The Tourism Training Council recommends a task force, with representation from tour guides, develop professional standards for tour guides and draw up the strategy to implement those standards in Hawaii. Tour guides should have the opportunity to voluntarily seek certification for demonstrating minimum competence in the standards. Advanced levels of professionalism should be recognized.
- E. The Tourism Training Council recommends that the visitor industry consider a "Master" worker concept. Flattened business organizations reduce career advancement opportunities, but result in increased responsibilities for remaining workers. Compensating them for their shared knowledge and skills will support the teamwork, peer training, and individual leadership required in the new high performance work environment.
- F. The Tourism Training Council recommends the Hawaii Visitors Bureau collect data for its Visitor Satisfaction Report which indicates visitors' experiences in encounters with the workforce.
- G. The Tourism Training Council recommends that visitor industry businesses strengthen all visitor industry ties to schools. Experience has shown that young people are stimulated by the breadth of the visitor industry if and when they are exposed to it. This new awareness may lead to visitor industry careers or, at minimum, to understanding and accepting the visitor industry as an economic cornerstone in the state.
- H. The Tourism Training Council recommends the Department of Labor and Industrial Relations improve the availability of information about training programs to adults in the workforce who are interested in counseling, career advancement, information and services.

GUIDELINES FOR TOURISM TRAINING COUNCIL PROJECTS

Purpose: Projects will address tourism training needs identified by Tourism Training Council studies and meet the principles of research and development activity.

Source: These guidelines have been developed and refined by each Council study and project.

1. **Distribute funds** according to identified needs and quality of project plans.
2. **Provide cross-training** for greater productivity in today's high performance workplace.
3. **Develop quality standards** for the visitor industry workers and recognition programs for outstanding tourism employees.
4. **Take frequent opportunity to teach basic skills** by incorporating into skills courses job-specific components that include literacy training, English-As-A-Second Language (ESL), communication skills, math.
5. **Increase job readiness**, which can include assessment, counseling, support services, and curricula aimed at improving student and worker self-esteem and self-confidence in the areas of interviewing, resume writing, and workplace decorum.
6. **Expand supervisory and management training**, including emphasis on how to deliver on-the-job training, retain employees, increase productivity, and reach new potential workforce.
7. **Conduct worker training at the worksite, on-the-job, and customize** for employer and employee convenience.
8. **Deliver courses in short workshop formats geared to the skills and characteristics of the target trainees.** For retail salespeople, these would be fast-paced, visually oriented, interactive, and hands-on learning modules and settings.
9. **Develop additional outreach services** to distant and isolated areas.
10. **Use alternative instructional strategies** such as training packages for individualized learning and/or self-study, videotaping, interactive television, computer-assisted instruction, and innovative formats to reach distant and isolated areas.
11. **Target special needs populations;** e.g., at-risk, disabled, older, functionally illiterate, to bring them into the workforce.

12. Enhance entrepreneurial skills, especially among small businesses.
13. Target services to employees and managers in small business. a) Expand the Circuit Rider model, which is especially suited for Hawaii's geographically isolated areas and for small businesses in general. b) Coordinate training as a way to gain small business' access to a variety of training opportunities. For instance, the businesses located in one mall or at the airport could pool their resources and buy a joint on-site training program for all their employees. c) Work to solve their personnel problems due to low or non-existent training budgets, inability to pay competitive wages, and lack of attention to their employees' roles in the success of the business.
14. Assess training outcomes in measurable terms. For retail salespeople, indicators include fewer customer complaints per month, increased sales, fewer cashing errors per day, return customers and satisfaction reports, and improvement in each employee's working skills.
15. Provide follow-up to employee training to motivate, reinforce learning, and assess progress; e.g., train supervisors on what employees learn and how to reinforce the learning; provide competency checklist to course participants and their supervisors.
16. Offer training which reflects the unique social and cultural diversity of Hawaii, to provide quality service to visitors and preserve Hawaii's uniqueness as a visitor destination. For both management and employees, offer more courses that explore Island culture and values and how they can be applied to the workplace. Develop accurate, consistent and accessible information in the resources used for interpreting Hawaii's cultural heritage, lifestyles, and values.
17. Offer training that promotes environmental awareness and teaches skills oriented to ecology-based tourism.
18. Work with businesses to assist in improving in-house training programs which can be replicated in similar businesses.
19. Update curriculum to incorporate technological innovations.
20. Meet specific skill training needs in:
 - a. Housekeeping
 - b. Culinary Arts
 - c. Groundskeeping
 - d. Van driver safety
 - e. Japanese language and culture
 - f. International food service
 - g. Training for smaller hotels
 - h. Practical travel agents' training

21. Meet these specific skill training needs of retail salespeople:
 - a. Customer service
 - b. Motivation
 - c. Selling techniques
 - d. Merchandise presentation
 - e. Security procedures
 - f. Japanese language for retailers who serve Japanese visitors predominantly
22. Increase work-study and cooperative education opportunities which tie educational institutions and the realities of the workplace more closely.
23. Establish active business/industry advisory committees for professional and vocational visitor industry-related programs to assure programs meet industry needs, and the curriculum is up-to-date.
24. Institutionalize into the regular curricula and budget of the University of Hawaii those programs which were piloted and demonstrated to be successful and exemplary in the education and training of Hawaii's current and future workers in the visitor industry. UH should examine and fund at least minimal staff (clerical and administrative) to support extension programs of the Travel Industry Management School and Community Colleges.
25. Share curricula between Community College campuses and programs to avoid duplication of effort and cost.
26. Improve the opportunities for students to transfer from visitor industry associate degree programs in the community colleges into the TIM School (articulation).

TOURISM COURSES AT THE HIGH SCHOOL LEVEL

FINAL REPORT TO THE 17TH LEGISLATURE

From the Tourism Training Council

on

Two-year Pilot Program

To Develop Visitor Industry Courses at

Wallace Rider Farrington High School

and

Waipahu High School

In 1990-92, the Legislature funded, through the Tourism Training Council, a two-year pilot program to develop visitor industry courses at the high school level. The pilot was a response to help meet the increasing demand for qualified workers in Hawaii's leading industry: tourism. It also provided youth with earlier preparation for the many career opportunities available in the visitor industry and stressed the general skills and attitudes that students need to be successful in the workplace.

Wallace Rider Farrington and Waipahu High Schools each received \$16,500 in both FY 91 and FY 92. The seed money for the schools provided teacher training, equipment, familiarization (FAM) tours, curriculum development, career shadowing opportunities, and student-employer interaction.

Principles

Both programs addressed four principles set forth in guidelines for contracting between the Tourism Training Council and the Department of Education, that:

- The project is innovative and integrates academic and vocational experiential learning.
- Curricula and materials are shared between high schools to avoid duplication of effort and cost.
- Schools seek up-to-date industry input through active consultation and involvement of industry.
- Students are exposed to visitor industry sites.

Both schools combined academic learning with vocational training. The value of this approach is that academic and vocational integration of subjects improve the teaching of basic academic skills. Individuals have different learning styles, and courses should be structured to reflect these differences. Introducing "hands on" learning into academics will allow more students to succeed in academic courses.

Both programs utilized active business/school partnerships in the development and delivery of training for students. Advisory boards of local business partners supported the programs by (1) providing input into curricula and activities; and (2) donating materials and time to help with program activities such as guest speakers, career shadowing for students, and FAM trips. Teachers at both schools developed expertise and contacts by taking summer jobs in the visitor industry.

Students in these programs also had the opportunity for direct work experience. Transition Centers played an active role in both programs by bridging student learning with career development.

TITA

Farrington High School's "Travel Industry and Tourism Academy," known as TITA, offers six visitor industry related courses which students take over a two-year period. All courses fulfill both TITA and school graduation requirements. The courses are:

- Introduction to Travel Industry (1 semester)
- Japanese I and II (1 semester each)
- Hawaiian Studies and Modern Hawaiian History (1 semester)
- Cooperative Office Education - Tourism (1 semester)
- Business Microcomputer Applications (1 semester)
- Directed Studies in Social Studies (1 semester)

"Introduction to the Travel Industry" course gives students an opportunity to understand the travel industry in Hawaii; develop written and oral communication skills; become familiar with the various operations and functions in the travel industry (reservations, front desk, accounting, human resources, food and beverage, rooms management, housekeeping, engineering, sales and marketing, concessions, security, recreation, and transportation); become familiar with the computer and its use as it relates to reservations, hotel operations and services, and air and ground transportation services; develop good grooming and hygiene, punctuality, human relations skills, initiative, and trustworthiness.

"Japanese I and II" include language instruction as well as awareness of Japanese culture and social behavior patterns.

"Hawaiian Studies/Modern Hawaiian History" incorporated FAM trips to give the visitor industry slant to the study of Hawaiiana. FAM trips to the Bishop Museum, Iolani Palace, Mission Houses, Wahiawa Botanical Gardens, Waipahu Cultural Gardens Park, and Polynesian Cultural Center took the students to the historical sites or to replicas of cultures of the past. The trips allowed the students to "see, hear, and feel" a part of Hawaii's history.

Two second-year Academy students enrolled in the "Business Microcomputer Applications" course. They were mixed with other students interested in gaining computer skills. The instructor was aware that both were Academy participants.

Four second-year students were enrolled in "Cooperative Office Education for the Visitor Industry." They were placed in non-paying positions in offices on campus to learn job skills and to develop good work habits. The students toured Kapiolani Community College and career shadowed at the Hawaii Prince Hotel, the Sheraton offices, and the Aloha Airlines offices.

"Directed Studies in Social Studies" was added in the 1992-93 school year. An English teacher has agreed to join the program and has begun to develop an English course addition.

Any junior or senior may enroll. Juniors may enter the first year of the program by taking the top three courses named above. They must take all three as required by TITA. Those seniors who have completed the three required courses may take "Cooperative Office Education - Tourism," "Microcomputer Applications," and "Directed Studies in Social Studies" as electives.

Business partners are Regal Travel Agency, and Farrington High's Adopt-A-School partners, Royal Hawaiian Hotel, Hawaii Prince Hotel, and Trans Hawaiian Services, Inc.

Travel Industry Practicum (TIP)

TIP is a one-year elective course, "Introduction to the Travel Industry," at Waipahu High School. It is offered as a survey course for students exploring careers in the visitor industry.

The TIP course implements the Learning Center concept of integrating academic (core subjects) with vocational learning (major emphasis on business and technology). TIP weaves the visitor industry into 12 subjects: Students learn English, Hawaiian history and culture, botany/horticulture, Japanese language and culture, marketing education, hotel operations, physical recreational education, food service, computer literacy, and oral history and docent training. Career guidance and career shadowing are also part of the program.

Enrollment for TIP was 28 students the first year and 27 students the second year.

Business partners are Waipahu High's Adopt-A-School partner, Waikiki Parc/Halekulani Hotels, Outrigger Hotel, EECO, Waipahu Cultural Garden Park, Waipahu Business Association, and West Pearl Harbor Rotary.

Waipahu faculty and administration initiated the development of the TIP course in November 1989 and implemented it in September 1990. Thus, the project funds were directed to the demonstration and refinement phases of TIP. Waipahu's team added several new modules to the course and expanded resources to inservice training for teachers to improve their knowledge of visitor industry operations and alternative training modules.

Department of Education's Commitment to Tourism Education

The Department of Education is committed to tourism education in the high schools. In addition to those high schools offering the course "Introduction to the Travel Industry," two high schools, Waipahu and Farrington, offer programs using an Academy model, characterized by school interdepartmental collaboration for an integrated sequence of courses, and partnership ventures with the private sector as well as with inter-governmental agencies. Studies show that students learn best when they are fully engaged in applying what they have learned in real-life contexts. The involvement of parents, community, business and industry enriches the learning opportunities provided to our youth. The Academy model encompasses all of these virtues. Although the Department is unable to commit funds specifically for academies, schools are encouraged to tap other funding sources, such as vocational education mini-grants, federal funds, and other uncommitted school funds. In addition, schools may pursue business and other partnerships.

RECOMMENDATION

The Tourism Training Council recommends that two-year models of visitor industry courses be established and piloted in one public high school in each of the neighbor island counties and that support be continued for the established programs at Wallace Rider Farrington and Waipahu High Schools.

Act 335, SLH 1990 directs that this final report shall recommend changes to the pilot program and the advisability of continuing the pilot program. In its second year interim report, the Council recommended the programs at Farrington and Waipahu High Schools be supported within the Department of Education (DOE) and sustained through the involvement of business partners who are already in place. However, the Council changes this recommendation, because budget cuts in the DOE have eliminated support funding for both programs despite legislative appropriation for that purpose. The Council believes the programs' continuity is essential and, given the Council's flexibility, the Council can give these programs priority attention.

Therefore, the Council recommends that both visitor industry programs at Farrington and Waipahu High Schools continue to receive funding support from the Legislature through the Tourism Training Council.

High schools in each of the neighbor island counties are interested in developing similar two-year visitor industry pilot programs. The visitor industry is the mainstay of Hawaii's economy and will directly or indirectly provide one-third of the jobs available to our young people when they enter the workforce. By stimulating exploration of these and other models in neighbor island counties, the opportunity for students to have a hands-on introduction to the state's predominant industry can spread throughout the state.

Therefore, the Council recommends the pilot be expanded to each of the neighbor island counties.

The programs proposed by the schools are all different and in various stages of development. For example, costs are higher for programs starting from scratch, while established programs can depend more on private supporters and use previously purchased supplies and equipment. In light of these differences, funding needs will be different.

Therefore, the Council recommends that funding for each program be based on specific program needs and Council criteria.

STATEWIDE VISITOR INDUSTRY TIES TO THE DOE

[This section describes programs
not included in the Council's pilot.]

It is important to recognize that the programs piloted at Farrington and Waipahu High Schools are not the sole efforts in the state which provide visitor industry ties to students in the Department of Education. This section describes those programs.

Over the past several years, ties between the visitor industry and the Department of Education have developed to provide an official two-semester travel industry course, coordination of individual students' credits between high schools and community colleges, sophisticated academies of travel and tourism, tourism industry advisors to high school vocational programs and academies, the Hawaii Hotel Association's Adopt-A-School program, summer internships for teachers and students, videos for school-age youngsters, and travel awards to DECA (Distributive Education Clubs of America) competition winners.

Introduction to the Travel Industry

This is a two-semester course developed and piloted by a Campbell High School teacher during the 1988-89 school year and accepted as an official course by the Department of Education. It is offered as a business education course wherein traditional curricula such as accounting and retailing are adapted for visitor industry applications. Eleven high schools offered this course in 1991-92:

<u>School</u>	<u>Enrollment</u>
Aiea High	51
Campbell High	60
Castle High	28
Farrington High	26
Kahuku High & Int	28
Kalani High	53
Kauai High & Int	11
Maui High	22
Nanakuli High & Int.	41
Waiakea High	28
Waimea High	46

In 1992-93, Hilo, Lahainaluna, McKinley, and Pearl City High Schools started to offer this course.

Maui Community College grants three college credits for the Community College course, "Orientation to Hotel Operations" to students who took both semesters of "Introduction to the Travel Industry" in their high school careers.

Nanakuli High School received a one-time seed grant from the Alu Like Native Hawaiian Vocational Education Program (NHVEP) to start this course. NHVEP funds the Leeward District Vocational Improvement Project which, among other things, provides one-year seed grants to programs such as Nanakuli's. Some of the funding helped send school-level personnel to visit exemplary programs on the mainland. Student field trips in 1990-91 included the Big Island, U.S. Customs at the airport, United Airlines flight attendant operations, and an around-Oahu tour.

Academy of Travel and Tourism - National Academy Foundation

In Fall 1991, Waipahu High School began a two-year tourism academy that is affiliated with the National Academy Foundation (NAF) and has a local board of business people. Kauai High and Intermediate School AND Lahainaluna High School started their NAF Academies, with their own boards of visitor industry representatives, in Fall 1992.

The Academy of Travel and Tourism is a two-year program designed to expose students to the travel industry as a whole, to identify possible career paths, to teach economic and social concepts as related to travel and tourism, and to familiarize students with industry systems and procedures.

Academy students must take two Travel and Tourism classes each term during their junior and senior years. Students are selected at the end of their sophomore year based upon an application, recommendations and an interview. The selected class, consisting of approximately thirty students, takes its Academy courses in addition to required subjects. Except for the college components, all of the courses are given at the students' high school and are taught by regularly assigned English, Social Studies and Business teachers who have received, and continue to receive, additional industry-specific training. Between the junior and senior year, students receive a paid summer internship at a travel or travel-related company.

During the junior year, students take courses in Travel and Tourism I - an industry overview and career exploration course; Geography I - a physical, political, economic and social geography course; Writing/Research for Travel and Tourism - a writing course designed to review writing basics as well as to teach specialized types of promotional and informational writing; and Communications - a speech and communication course geared to presentation skills. These four "foundation" courses prepare the student for an on-the-job summer internship experience as well as set the stage for the

more advanced courses scheduled for the senior year. Students also take a Computer Application course geared to travel agency operations.

The second year of the program focuses more specifically on industry skills and concepts. The students take Travel and Tourism II - a management-oriented study of the industry; Destination Geography - a regional study approach applying the principles of geography to the major tourist areas; and Economics - the principles of economics as they apply to the travel and tourism industry.

Second year students also take a course at a local college: Waipahu students take TIM 101 at Leeward Community College. The Kauai and Maui programs will offer similar college credit opportunities in the future.

At Waipahu, the first-year Academy class numbered 34; of these, 24 have gone on for their senior year in the Academy. In 1992-93, 28 new juniors entered the Academy program. Last year, two students were granted district exceptions to attend Waipahu High to participate in the Academy. A section of Travel and Tourism I is offered after regular school hours, prompted by student and parent requests to allow students with scheduling conflicts to also participate.

Twenty one students participate in Kauai High's Academy; 13 attend during regular school hours, while eight attend an after-school instructional program. Twenty students are enrolled in Lahainaluna's Academy.

Hawaii Hotel Association (HHA)'s Adopt-A-School

Every high school in the state has at least one Adopt-a-School partner. Since 1982, high schools and their HHA business partners have given students the opportunity to explore careers, develop work skills, and learn about the visitor industry. Familiarization trips to hotel properties, summer internships, career shadowing, hotel guest speakers, and equipment donations are some of the many activities selected by the school and business partners.

Native Hawaiian Senior Career Intern Program

This is a summer project which provides actual workplace experience to high school students who are interested in pursuing careers in business management, including visitor industry management.

Interns are placed with business hosts for seven weeks during which time they observe and perform management tasks and are exposed to management concepts and responsibilities so they can determine if a career in management is a viable option for them. Once a week, the interns meet

together for a luncheon keynoted by a Native Hawaiian manager guest speaker. Each week the luncheon rotates among business participants and includes a guided tour of the host's establishment and operations.

Criteria for participation in the program is enrollment in a public high school, be of Hawaiian ancestry, have a 2.0 minimum GPA, have senior standing in the next school year, and be interested in business management.

BEST Program

Hilton Hawaiian Village, Pacific Beach Hotel, and Sheraton Hotels joined 12 other businesses in the Business Encouraging Superior Teaching (BEST) Program this past summer. The businesses provide four-week internships to teachers and school administrators who will take back to the classroom what they have learned about the business world.

Hawaii Visitors Bureau (HVB) Teacher Internship

HVB's teacher internships introduce teachers and counselors from the Department of Education to the actual tourism workplace environment by assigning them to visitor industry hosts for one week. They learn about the types of jobs available, the skills and attitudes of workers sought by employers, and the best ways to use the industry's resources to help teach students about the visitor industry. HVB created the program in 1990, and about three dozen interns participate per summer.

Travel Award to DECA Winners

Each year two high school members of the Distributive Education Clubs of America (DECA) are sent, all expenses paid, to the national DECA competition on the mainland. Hawaii's two DECA representatives are selected by demonstrating oral, written, and problem-solving skills related to the visitor industry. The local competition is sponsored by the Hawaii Visitors Bureau with the expertise of the Certified Hotel Administrators (CHA).

Visitor Industry Education Council (VIEC) School Materials

VIEC produced "What's In It for Me?", a video on visitor industry careers for high school students. Several years ago, it produced a kindergarten unit, "Tourists Make Jobs."

CIRCUIT RIDER

BACKGROUND/PURPOSE

In January 1992, the "Circuit Rider" project started delivering itinerant training, management, and technical assistance services to small businesses in West Hawaii (Big Island). The businesses served were located in the districts of Ka'u, South Kona, North Kona, South Kohala, and North Kohala. The types of businesses reflected the full range of Hawaii small businesses -- from "mom & pop" agricultural operations to tourism attractions with 30 - 50 employees to start-ups planned by laid-off workers to arts and crafts to restaurants to retailers to small manufacturers.

The project was a joint venture of the Tourism Training Council and the University of Hawaii at Hilo Small Business Development Center (UHH-SBDC) Network, each contributing \$47,000. The SBDC - University of Hawaii at Hilo implemented the project and hired Jean Geer, a West Hawaii resident, as the Business Analyst/Tourism Training Specialist to deliver the itinerant services.

The project demonstrated the effectiveness of delivering training and consulting to a far-flung, rural constituency in a growing resort area which is geographically isolated from the State's University system.

At the instigation of the Tourism Training Council's Executive Director, the successful model is being replicated on Kauai as part of the Hurricane *Iniki* recovery effort. This means the SBDC's Business Analyst on Kauai will travel around Kauai, giving assistance to farmers and small business people --- first to qualify them for emergency loans, then to give them advice and training specific to their individual questions and needs.

The Tourism Training Council recommends the UHH-SBDC continue to expand the Circuit Rider model, especially suited for Hawaii's geographically isolated areas and for small businesses in general.

SERVICES

Training Workshops/Seminars

The SBDC in West Hawaii conducted seventeen (17) training seminars, which represents 682 participant training hours to 124 trainees. Topics included training retail personnel, personnel boosters, train-the-trainer for the small business, customer service, international trade/exporting, how to read and write financial statements, and how to write a business plan. See list on pages 27-28 for details on the seminars.

Consulting Services

SBDC provided consulting services during the initial 11 (eleven) months to 97 entrepreneurs --- with over two-thirds being provided continuous services averaging over nine (9) hours per client. The continuous services of the SBDC included one-on-one training for the business owners, providing perspectives on strengthening business operations. It is confidently anticipated that the project at the end of one full year will provide services to over 100 entrepreneurs.

Preliminary reports indicate that, during the eleven months the Business Analyst has worked with the 97 SBDC business clients, the businesses provided employment for 412 people; 41 new employment opportunities were created; and \$455,000 in capital was infused into the Hawaii economy in the acquiring and/or opening of new businesses. The clients completed a needs assessment checklist at the beginning, and the Business Analyst completed the checklist as the consulting progressed, to provide data on small business training and consulting needs.

Economic development. The 1992 recession and downturn in tourism seriously affected the Kona Area. The recession highlighted the need to diversify Hawaii's tourism focus to broaden Hawaii's appeal as a place to visit, and to diversify Hawaii's small businesses so the economy is not as dependent on certain tourist segments, and upon one industry.

The Business Analyst worked with a number of laid-off employees in starting their own businesses -- to create their own jobs. Several were frustrated by the inability to obtain loans when they were trying to stay off "unemployment and welfare" and be self-sufficient. The Business Analyst also worked with an increasing number of businesses who tried to stay solvent and survive this downturn in business. The Business Analyst also worked with several people referred by the Division of Vocational Rehabilitation, to help "retrain" them for self-employment.

Through this economic slump, several businesses have done exceptionally well, and the Business Analyst has worked with these clients to manage growth in terms of controlling cash flow and hiring and training of new employees. Three key criteria of businesses which have remained strong are (1) having local community support, (2) providing essential/basic products and services and/or (3) offering high value at moderate prices.

The appeal of Hawaii as a place to live prevailed during this recession and the Business Analyst worked with several entrepreneurs with mainland business experience to relocate, acquire or start businesses in West Hawaii. During the initial eleven months of the project, entrepreneur clients have infused \$455,000 into local small businesses. A number of other clients in

West Hawaii are currently working with the SBDC -- researching the feasibility of conducting and/or starting businesses in Hawaii. One entrepreneur, whose grand opening of his gourmet locally-produced food and specialty wine market is slated for December 1992, stated, "though he had been successful in business on the mainland, having a business contact for obtaining local business perspectives, regulations, details and encouragement was invaluable in facilitating the opening of his business."

"Counselor" role. Often times, just having someone who understands business to talk with appeared to help owners persist and succeed. Thus the Business Analyst provided clients with someone to talk with, to bounce ideas off, to vent frustrations and stresses of being a small business owner, and to obtain alternative perspectives about the business, so the business owners did not feel so alone or isolated in their role as entrepreneur. Because the Business Analyst is identified as working through the University of Hawaii at Hilo, business owners often expressed appreciation that the State was providing support for small business owners.

Momentum and Longer Term Impact. The starting and managing of a successful business involves a multiple set of skills and know-how. The majority of entrepreneurs find that they need to first develop and/or acquire new perspectives, knowledge and skills before taking actions to start or strengthen their businesses. Thus, the impact of consulting and training builds momentum over time as business clients acquire and absorb information/skills, identify their own personal areas in need of change or strengthening, build more effective habits and ways of conducting business, and implement consecutive action steps needed to produce results. Since most results, changes and/or additions involved in starting and strengthening businesses involve processes which build step-by step over time toward desired results -- the positive tangible impact of the Circuit Rider project builds momentum over time. After eleven months, the results of working with clients on a continuous basis are just beginning to be tangible and measurable in terms of business survival, increased profits, business openings and expansions -- it is expected that this positive impact will continue to broaden and grow.

SBDC'S WEST HAWAII CONTACTS

Hawaii Visitors Bureau - Kona Office • Keauhou Shopping Village Merchants
Kona Coast Shopping Center Management • Kona-Kohala Chamber of Commerce
Kona Mauka Rotary Club • Lanihau Shopping Center Management
Parker Ranch Center Management

SUCCESS STORIES

Training and Certification for "Visitor Industry Professionals"

The Business Analyst is working with a scenic tour business to develop an ongoing training program to strengthen the knowledge and skills of visitor industry workers, especially tour guides/sales agents to provide accurate, up-to-date, complete, and consistent information about the Big Island. The Business Analyst is providing assistance to the business to develop and implement a three-day professional standards for tour guides workshop open to all tour businesses on the Big Island. The Business Analyst suggests a certification program for recognizing visitor industry employees who have been trained in the program, who can "pass" the certification skills tests, and who demonstrate their skills on the job. The Business Analyst's work coincides with the initiatives of the Workshop on Professional Standards for Tour Guides, reported in the following chapter.

Ongoing Employee Training Program for Visitor Attraction Business

The Business Analyst is consulting with an established Kona visitors attraction business in the development of an ongoing employee training program based on performance standards. She has been asked by the Maui branch of the business to help develop a similar training program.

Restaurant Employee Training Program

The Business Analyst consulted with a small restaurant to develop an on-the-job employee training program. The owner initiated the first part of the program, which has been reported to be effective and generating support from the employees. The owner subsequently attended the "Train-the-Trainer for the Small Business" seminar and plans to expand the training and coaching program.

Woman on Welfare, Learns Self-Supporting Skills

A woman on welfare with two children was referred to the UHH-SBDC in West Hawaii by her social worker. She had started her own business, illustrating windows and conducting art classes for children. She was advised to seek help to make her business profitable with the goal of having it eventually support her and her children. Over several consultations, one aspect the Business Analyst identified was that the client was actually losing money for each art class she conducted. The Business Analyst advised the client to look at the bottom line of why she was in business which was to make money, to value herself and her time, and to increase her fees to make each project profitable. Initially this angered the client, as she thought this was an "uncharitable way of being," and she suspended contact with the

SBDC. Several months later, the woman attended the SBDC "How to Write a Business Plan" seminar, and at the end thanked the Business Analyst for "giving her much more than business advice." The woman said it took some time for her to accept that she was worth something and then to get the courage to ask for what her services were worth. She said she raised her class fees and that this was fully accepted by her customers, as she now was conducting more art classes than before the price increase! She stated that earning "real" profits has really boosted her self-esteem.

From "Mom and Pop" to an Employer

The concern for a ten-year-old company was managing growth and the need to expand from a "mom and pop" operation to a business which has employees. SBDC was asked to help in providing perspectives on marketing, employee selection and training, and an office computing system. It was determined that it was important to address these three areas simultaneously, as each complements the other. They decided to first obtain the computing system so the owners could learn how to use the computer, then use the computer to produce their marketing newsletters and flyers. More targeted marketing brought in a couple of major new clients within a few months. The next step will be to determine job requirements and traits for the employee they want to hire so one of the owners will be free to market and sell more of the time. Only one of the owners knows how to perform the process which produces the products/services, and it is important to acquire an employee so the business would not be jeopardized if this owner departs or is disabled.

Expansion of Small Hotel

The Business Analyst assisted the owners of a small "bed & breakfast" in developing the business plan outline to expand the hotel to accommodate small conferences and workshops. The "bed & breakfast" had been doing well as it provides an unique "Hawaiian Upcountry" experience for visitors.

Capital Formation Planning

The Business Analyst consulted with a Community Service/Business Incubator Group in a rural town on an action plan to raise capital. The group initially was based around a small non-profit corporation with various for-profit projects, community projects, and activities under the same umbrella organization. The group's objectives were to provide a physical facility to help "incubate" local small businesses and to foster community development programs such as a farmers' market, children's theater and involvement in

the Main Street, U.S.A. Program. To clarify goals of each project, the Business Analyst worked with the group in restructuring the organization into two organizations -- a for-profit small business and a non-profit corporation for community development of a business plan for the small business to seek loans for renovating the physical facility. The group also completed and submitted several funding proposals, including grant fund requests to Main Street U.S.A., DBED Community Development, and United Way. During the time the group worked with the SBDC, a farmer's market was started, using the physical facilities and grounds of the business. The rural town has had contact with the Main Street, U.S.A. Program.

Managing Rapid Growth through Planning

An experienced businessman was referred to the SBDC - West Hawaii by a local bank. The bank officer stated the business was successful in generating revenues but needed a loan due to cash flow problems caused by rapid growth. He asked the SBDC to help the business develop a business plan and loan package. The Business Analyst met with the entrepreneur who was an "old-time successful wing-it" business operator. He had started a business twenty years ago and had recently sold the business for a significant profit, all without writing or using a business plan. He was willing to work with the Business Analyst to develop a business plan as he wanted to apply for a S.B.A. loan. The client did extensive research for his marketing plan and for the cash flow projection. At the completion of the marketing plan, he realized how it could be used to target the more highly profitable projects to maximize available cash and human resources. Literally, a light went on; he experienced an "aha" on why planning was truly valuable in managing his business. This client stated, "I wish I started doing this years ago!"

From Worker's Compensation to Business Owner

A man who had fallen and injured his back while on the job called the SBDC. He wanted someone to talk with in regard to his future and in finding a vocational and/or business match which would accommodate his inability to do any lifting or to stand for extended periods of time. He was going to be receiving a cash settlement and he wanted to invest in a business so he could be his own employer. The client and the Business Analyst initially explored the feasibility of him opening a deli in Kona. In analysis, the deli appeared beyond the financing ability of the client. In further discussions, the acquiring of an existing limo business (with one limo) was explored. Over a period of time in negotiating with the seller, the client purchased this business for \$15,000 less than the initial asking price, became self-employed and a business owner. The client recently called the Business Analyst to report how he loved his "new limo business and being able to earn money again."

Grand Opening of a New Business in Kona

The Business Analyst worked with an entrepreneur from the concept stage of a specialty store to attendance at the "invitation-only pre-opening wine tasting" ceremonies preceding the Grand Opening. This business brought in initial private capital of \$150,000 into the local economy, in addition to bringing a welcomed business providing new employment opportunities. The client had a successful business on the mainland which he had sold for a significant profit. He said, though he understood business, he found the SBDC Business Analyst to be invaluable in providing him local business demographics, local perspectives, understanding of local employer guidelines, and encouragement.

TRAINING SEMINARS

- Training Retail Personnel Seminar
23 Participants
February 13, 1992
2 hours (9:30 a.m. - 11:30 a.m.)
University of Hawaii at West Hawaii
UHH-CCECS Small Business Conference
Instructor: Jean Geer
- Customer Service Training
14 Participants
March 2, 1992
2 hours (6:00 p.m. - 8:00 p.m.)
Parker Ranch Center
Instructors: Jean Geer and Marni Herkes, Executive Director
Kona-Kohala Chamber of Commerce
- How to Write a Business Plan Seminar Series
23 Registered Participants

1st Seminar	The Business Concept
2nd Seminar	History/Industry/Competition
3rd Seminar	The Marketing Plan
4th Seminar	Production/Service Plan
5th Seminar	Organizational Structure/Personnel Plan
6th Seminar	Financial Statements and Projections
7th Seminar	The Executive Summary

March 24, March 31, April 7, April 14, April 21, April 28, May 5, 1992
14 hours total for seminar series
2 hours each seminar (7:15 p.m. - 9:15 p.m.)
University of Hawaii at West Hawaii
Instructor: Jean Geer for the series

- International Trade/Basic Export Seminar
5 Registered Participants
May 14, 1992
University of Hawaii at West Hawaii
6-1/2 hours (10:00 a.m. - 4:30 p.m.)
Instructor: George Dolan, Director of the U.S. Department of
Commerce, International Trade Administration
- "Bullet On-The-Job Training" Personnel Booster Seminar
7 Registered Participants
June 23, 1992
University of Hawaii at West Hawaii
1-1/2 hours (7:15 p.m. - 8:45 p.m.)
Instructor: Jean Geer
- How to Write a Business Plan Seminar Series
13 Registered Participants for Series
2 Additional Registered Participants for 3rd Seminar Only

1st Seminar The Business Concept and Industry/Competition
2nd Seminar Marketing Plan and Production/Service Plan
3rd Seminar Financial Statements and Projections
4th Seminar Organization/Personnel Plan; Executive Summary

September 12, September 19, September 26, October 3, 1992
12 hours total for seminar series
3 hours each seminar (9:00 a.m. - 12:00 noon)
University of Hawaii at West Hawaii
Instructor: Jean Geer for series
William Glover, C.P.A. co-instructor for 3d seminar
- How to Read and Write Financial Statements
16 Registered Participants
October 17, 1992
3 hours (9:00 a.m. - 12:00 noon)
University of Hawaii at West Hawaii
Instructor: William Glover, C.P.A.
- Train-The-Trainer for the Small Business
21 Registered Participants
November 7, 1992
3 hours (9:00 a.m. - 12:00 noon)
University of Hawaii at West Hawaii
Instructor: Jean Geer

CONCERNS

Small Business' Disinterest in Personnel Issues as an Isolated Topic

Personnel as an isolated topic is not a high priority with small business people. Cash flow, securing working capital, staying in business, getting sales -- these are the immediate and pressing concerns. The Business Analyst is valuable in showing how important to business success and customer satisfaction it is to weave employee training and personnel issues into the whole business development fabric.

Small Business Employee Compensation, Training and Retention

An article in the July 5, 1992 issue of *West Hawaii Today* featured the Hawaii County Economic Opportunity Council's bullfrog farm which provides work for former welfare recipients. This small business, which raises and sells bullfrogs for consumption, is expected to become financially self-sufficient by 1994.

The biggest obstacle to hiring the number of needed employees (increased to 25 by October 1992) was compensation. AFDC recipients frequently receive larger monthly welfare checks than they can earn in a 40-hour work week. It was estimated that each employee loses between \$400 and \$700 monthly because their individual gross income, not their actual buying power, determines benefit awards. At \$5.50 to \$6.50 an hour, one AFDC recipient said she would have to work an 80-hour week to generate the same monthly income she receives on welfare.

This perceived obstacle of government incentives is common among small business employers. Even during this period of high unemployment, it is difficult for small businesses who only can afford to pay \$5 - \$6 an hour, to find dependable employees. The employees they do find need to be trained and often times, after they are trained, they leave for better pay, to go back to school, or to go back on welfare.

Small business employers are reluctant to support sending employees outside for training, especially training which is not directly applicable to the specific job or occupation, because they feel they are paying to have employees trained to go elsewhere, and not for doing their job better to increase business performance.

The Tourism Training Council recommends that small business organizations work with small businesses to solve their personnel problems due to low or non-existent training budgets, inability to pay competitive wages, and lack of attention to their employees' roles in the success of the business.

PROFESSIONAL STANDARDS FOR HAWAII'S TOUR GUIDES

INTRODUCTION

On November 5, 1992, sixty people gathered at Kapiolani Community College to take the first step in establishing professional standards for Hawaii's tour guides. The Tourism Training Council initiated the workshop to explore its belief that standards and recognition will help to improve tourism's frontline workers. The Council was joined by these active co-sponsors: the Hawaii Hotel Association, the Hawaii Transportation Association, the Hawaii Visitors Bureau, Kapiolani Community College, the Oahu Attractions Association, and the WAIAHA Foundation.

Seventeen tour guides, educators, tour company managers, and planners signed up to serve on a task force, to be convened by the Tourism Training Council, which will develop professional standards and draw up the strategy to implement those standards in Hawaii. The group agreed the minimum professional standards will reflect the core standards needed by other frontline communicators in the visitor industry --- concierges, museum docents, guides at visitor attractions, activity desk reservationists, information personnel at the airport and, to some extent, lei greeters.

RECOMMENDATIONS

Core Professional Standards

A task force, with representation from tour guides, tour company management, and government, should review and refine the following proposed core standards for tour guides:

- Safety and group control
- Knowledge of broad range of subjects/Accuracy
 - Speaking and interpretive skills
- Grooming habits and appropriate personal conduct
 - Knowledge of diplomacy and protocol
 - Pride, commitment, enthusiasm
 - Care of the place being visited
- Flexibility/ability to "read" the group
 - Ethics
- Accessible education

The subject knowledge area especially needs elaboration, and the task groups started this list of topics: geology, plants, history, legends, the ocean and marine life, astronomy, Polynesia, the meaning of Hawaiian words, the residents' lifestyles and opinions, the multicultural aspects of Hawaii,

religions, current events and issues in the state, future plans for the island, sites, stories behind what is being seen or done. The guides feel they have better rapport if they are also informed about where the visitors come from and about global and national current events. All tour guides in attendance called for a manual of basic information, to assure consistency and accuracy of information. The manual would serve as both 1) a statement of standards and 2) a training guide.

In addition to providing accurate and consistent knowledge about topics, the workshop participants thought training should teach these skills needed by tour guides: use of Hawaiian songs and hula, listening, observation, guest relations. Story-telling -- rather than straight information-giving -- is essential. Tour guides would like fresh information and new ways of telling their stories. Other standards worth looking at are the concierges' Five Keys, hotels' diamond ratings, and PATA's general Pacific standards.

The task force can survey employees through companies about recommended standards and training needs. It can also ask companies for the standards they already use.

Voluntary certification

Tour guides should have the opportunity to voluntarily seek certification for demonstrating minimum competence in the standards. Demonstration of competence in putting all the standards together -- as a guide actually does on a tour -- is more reliable than tests on each separate standard. Guides should receive a certificate for this achievement. Advanced levels of professionalism should be recognized. Companies which have many certified guides should earn a recognizable distinction to indicate the high caliber of guides in their employ. Certified guides should be compensated for their excellence. The task force needs to determine who will monitor the standards, certify individual guides, and recognize companies.

The task force will address the practical problems in implementing standards and recognizing those who have achieved them. For instance, How will standards be implemented on the neighbor islands? How often will recertification be required? How often will refresher training be needed? What requirements will foreign language guides have to meet? How will certification of standards be enforced, especially since industry does not believe government is equipped to enforce regulations quickly, comprehensively, and fairly?

Workshop participants also had these implementation ideas:

- Quality can be evaluated by managers and monitors interviewing four or five customers a day, comment cards, tour guides who get requested by name, and testers.
- The Hawaii Visitors Bureau should publicize which companies have met the standards.

Training

A high-quality 40-hour course -- the length of the "Interpret Hawaii" course offered by the community colleges -- should be able to cover the basic standards. The employer, individual employee, and government should share training costs. Initially, the task force should seek government training funds. Training must be continuously available, both to new employees as well as for refresher training. Since the non-credit arms of the community colleges are only able to deliver training which is self-supporting, courses are only available when enrollment merits paying the instructor to give the course. This means the long-term funding of ever-available training must be resolved.

Professional association

Many occupations in the visitor industry -- such as concierges, chefs, security personnel, and housekeepers -- have professional organizations which provide a representative voice in the industry, status for the occupation, upholding of standards, continuity of issues, training sessions, access to information, and network opportunities. Kapiolani Community College is willing to help start a professional association for tour guides.

WORKSHOP AGENDA

9:00 - 9:15 Convene: Chuck Gee, Chairman, Tourism Training Council; Ohia 118
Dean, University of Hawaii School of Travel
Industry Management

Greeting: Keith W. Ahue, Director, Department of Labor and
Industrial Relations

9:15 - 10:45 Resource Panels

Moderator: Chuck Gee

1. Professional Standards

Bryan Harry, Director/Pacific Area, U.S. National Park Service
David Huffman, President, Associates Four
Barbara Mills, Corporate Secretary, Hawaii Visitors Bureau

Review professional standards which are in effect locally and
elsewhere.

2. Implementation

Michael Carr, President, Polynesian Adventure Tours
Dale Evans, Executive Vice President, Charley's Taxi
Douglas Mattos, Front Services Supervisor, Hilton Hawaiian Village

Review ways to certify and/or recognize standards; Discuss
practical implementation problems.

3. Training

Regina Edwards, Director, Office of Community Services,
Kapiolani Community College
Linda Hendrickson, Director of Tour Operations, Waimea Falls Park
Craig Fukuda, Visitor's Information Specialist, Visitor
Information Program, Airports Division, Department of
Transportation

Review local training and other states' and countries' ways to
get workers trained up to standards.

10:45 - 11:00 Break

11:00 - 12:00 Task Groups - Round I

Group A	Ilima 202B
Group B	Ilima 202C
Group C	Iliahi 228F
Group D	Manono Conference Room
Group E	Manele Conference Room B
Group F	Mamane 104

Each of six Task Groups will spend before and after lunch in one
location. A different team of Facilitator - Recorder - Resource Person
will visit them for one hour at a time. By the Plenary Session, each Task
Group will have discussed and made recommendations on:

1. Professional Standards
2. Implementation
3. Training

12:00 - 1:20

Buffet Lunch

Ohelo

Speaker: Dr. George Kanahele, President, WALAHA Foundation
"Minding the Product"

1:30 - 2:30

Task Groups - Round II

Return to same rooms

2:35 - 3:35

Task Groups - Round III

Stay in same rooms

3:45 - 5:00

Plenary Session

Ohia 118

Moderator: Murray Towill, President, Hawaii Hotel Association

Plenary Session to Decide:

1. What should Hawaii's standards for tour guides be?
2. How should the standards be implemented: to certify or not to
certify? Mandatory or voluntary?
3. What training would need to be put in place for standards and
certification?

WORKSHOP SUMMARY

Opening

Tourism Training Council Chairman Chuck Gee convened the workshop and outlined the day's three tasks:

- Identify professional standards for tour guides
- Recommend how to implement those standards
- Plan how to train tour guides

Director of the State Labor Department, Keith W. Ahue, endorsed the workshop's purpose and reminded participants that compensation should be tied to workers' increased skills and value to the visitor industry. John Morton, Provost of Kapiolani Community College, welcomed participants to the beautiful host campus which originated the popular "Interpret Hawaii" courses for tour guides.

Resource panels

Three resource panels presented background before participants broke into work groups to draft recommendations. The panelists represented the range of businesses and activities that rely on well-trained guides -- national and state parks, museums, natural attractions, tour companies, taxis, hotels, airports, the whole visitor industry.

Bryan Harry, Director of the National Park Service's Pacific Area, told some parables which emphasized that tour guides on the front line are the experts on their own training needs and visitors' interests. He pointed out that Park Service standards are related to civil service requirements. An important part of the park guide's mission is to stimulate an understanding of, sense of, appreciation for, and pride of ownership in the parks on the part of the visiting public. The guide must have a great many facts in mind, be able to sort them out promptly and give ready answers in depth to specific questions.

David Huffman, consultant and travel interpreter, is retired from Polynesian Adventure Tours and before that, Bishop Museum. He suggested core standards for the workshop to consider, and these are the basis of the recommendations above. Bobbee Mills, Corporate Secretary of the Hawaii Visitors Bureau, completed the Professional Standards panel with some of Hawaii's history in training tour guides.

The Implementation panel dealt with the most difficult aspect of professional standards; i.e., What are the practical problems in implementing

standards and recognizing those who have achieved them? Michael Carr, president of Polynesian Adventure Tours, drove home the narrow profit margin of the ground transportation industry and listed these fixed, mandated employee costs: drug testing, meeting commercial driver qualifications, and training. Mr. Carr asked how standards would be implemented on the neighbor islands, how often recertification would be required, how often refresher training would be needed, and what requirements foreign language guides would have to meet?

Dale Evans, Executive Vice President of Charley's Taxi, pointed out the interests within one tour group are varied; e.g., some will ask questions about flowers, others about architecture, and a few about history. She too detailed employer costs to meet government regulation of taxis; i.e., character reference checks and employees' annual written and oral examinations. Ms. Evans asked that the Hawaii Visitors Bureau, which surveys visitor satisfaction and receives tourists' complaints, share specific information with the companies and work with them individually to resolve problems.

Both Ms. Evans and Mr. Carr asked how certification of standards would be enforced. Their experience is that government is not equipped to enforce regulations quickly and comprehensively. Therefore companies which go to the expense to comply are penalized, as non-complying companies are able to operate more inexpensively.

Douglas Mattos, Hilton Hawaiian Village's Front Services Supervisor, introduced the theme that a visitor who has a bad experience on one tour or in one shop associates this unhappiness with the hotel. Therefore, Hilton seeks to enhance the visitor's experience with the businesses tied to the property. For instance, the Hilton's standards for taxis were presented to and negotiated with the contracted companies. At the same time, the hotel has invited the cab drivers to attend, at no cost, the English and customer satisfaction courses which Hilton gives its own employees.

On the Training panel, Regina Edwards, Director of Kapiolani Community College's Office of Community Service, described that Office's capability and programs for tour guides. See Appendix C for the list of courses available in the state. She pinpointed the barrier to training which must be solved in the implementation plan: the underwriting costs of training programs must be ongoing if the training is to always be available.

Craig Fukuda, who heads the Visitor Information Program (VIP) at the Airports, said his personnel deal with the visitors when they are at their worst -- tired, dirty, missing luggage, in unfamiliar territory, in a hurry. Thus, the VIP staff is specifically trained in how to handle tired, angry people. They also learn the basic do's and don't's of other cultures and make site visits to visitor attractions so they will know what they are talking about.

Linda Hendrickson, Director of Tour Operations for Waimea Falls Park, represented the specialized tours available in Hawaii. To bring alive the historical sites and botanical wealth at the park, her guides receive eight to ten hours training each in botany and history. This is backed up with oral and written tests, reading requirements, and the availability of a historian and botanist to answer questions. A Park credo is to never make things up or say anything untrue; find out the answer.

Task groups

Three task groups, facilitated by resource teams, met for three hours. In addition to developing the recommendations above, the task groups provided rich information which the task force can use in fleshing out professional standards and their implementation. The task groups' significant points follow.

- Tour guides spend more time with visitors than do any other employees.
- At present, tour guides are self-taught.
- Task force can survey employees through companies about recommended standards, training needs; ask companies for the standards they already use.
- Other standards worth looking at are the concierges' Five Keys, hotels' diamond ratings, and PATA's general Pacific standards.
- The Hawaii Visitors Bureau should publicize which companies have met the standards.
- Companies should justify pay differentials for drivers who have met standards when they apply to the Public Utilities Commission for rate increases.
- Tour guides need to answer questions about: geology, plants, history, legends, the ocean and marine life, astronomy, Polynesia, the meaning of Hawaiian words, the residents' lifestyles and opinions, the multicultural aspects of Hawaii, religions, current events and issues in the state, future plans for the island, sites, stories behind what is being seen or done. The guides feel they have better rapport if they are also informed about where the visitors come from and about global and national current events.

- In addition to providing accurate and consistent knowledge about topics, training should teach these skills needed by tour guides: use of Hawaiian songs and hula, listening, observation, guest relations.
- Story-telling -- rather than straight information-giving -- is essential. Tour guides would like fresh information and new ways of telling their stories.
- Tour guides from different companies congregate at visitor attractions while they are waiting for their tour groups; does this provide an opportunity for quickie training?
- Suggested ways to evaluate quality include: managers and monitors should interview four or five customers a day; comment cards; tour guides who get requested by name; testers.

Dr. George Kanahele

Following a professionally prepared and served lunch by Kapiolani's Food Service students, Dr. George Kanahele, President of the WAIAHA Foundation, posed philosophical questions to the Workshop on "Minding the Product:" What are we selling? In addition to selling the product, who is taking care of the product? Isn't the host as or more important than the guest; that is, the host determines the rules; guests are invited to the host's place? Do Hawaiians have proprietary rights over their culture? Why not put a limit on the number of visitors?

Plenary Session

At the end of the day, Hawaii Hotel Association President Murray Towill conducted the plenary session, where the facilitators reported the task groups' recommendations, and workshop participants agreed on the next steps.

Appendix B

INVENTORY OF VISITOR INDUSTRY EDUCATION & TRAINING

1992 COURSES TO UPGRADE TOUR GUIDING AND INTERPRETIVE SKILLS

Hawaii Community College

- | | |
|--|---------|
| *Interpret Hawaii: The Big Island (In Hilo) (Certificate) | 40 hrs. |
| *Interpret the Big Island: Kona (In West Hawaii) (Certificate) | 40 hrs. |

Honolulu Community College

- | | |
|--------------------------------------|----------|
| InterIsland Lights and Lighthouses | 3.5 hrs. |
| InterIsland Shipping, Past & Present | 3.5 hrs. |
| Tug Skippers | 3.5 hrs. |

[The Living Waterfront lecture series is sponsored by the Hawaii Maritime Center, The Kamehameha Schools Continuing Education Program, the Honolulu Community College Office of Special Programs & Community Service, the University of Hawaii at Manoa College of Continuing Education and Community Service, the Department of Education Adult Community Schools, and the University of Hawaii Sea Grant Extension Service.]

Kauai Community College

- | | |
|---|---------|
| Interpret Kauai: (Certificate) | |
| History & Traditions of the Hawaiian People | 12 hrs. |
| The Unique Story of Kauai | 12 hrs. |
| Nature Around Us | 12 hrs. |
| The Current Kauai | 10 hrs. |
| Wailua, A Sacred Site | 6 hrs. |
| Ethnic Oral History | 3 hrs. |
| Hanapepe Town | 3 hrs. |
| Pacific Tropical Botanical Garden | 3 hrs. |
| Grove Farm Museum Homestead | 2 hrs. |

*This course is not being delivered at this time. However, the curriculum is written and the course could be given if there was enough demand.

Kapiolani Community College

*Interpret Hawaii: Hawaii No Ka Oi (Certificate)	40 hrs.
*Hawaii No Ka Oi for Japanese Speaking Tour Guides	20 hrs.
*Animal Traditions of Molokai	2 hrs.
Architecture in Hawaii: 1920s-1930s	2 hrs.
*The Beauty of the Hawaiian Flora	2 hrs.
Bird Catching and the Original Hawaiian	
Bed and Breakfast	2 hrs.
Flowers and Rare Plants of Waikiki	2 hrs.
*Foreign Settlers in Hawaii	4 hrs.
*The Great Mahele: The Legacy of Land Ownership	2 hrs.
*Hawaiian Birdlife	4 hrs.
*Hawaiian Musical Instruments	2 hrs.
Hawaiian Rights: What's Left?	2 hrs.
Hawaiian Skies	2 hrs.
The Heart of Hawaiian Wood	2 hrs.
The History of Hawaiian Music	2 hrs.
The History of Hula	2 hrs.
*Historic Sites in Waikiki	2 hrs.
*The History of the Kamehameha Family	4 hrs.
Ho'okipa: Island Hospitality	2 hrs.
Honolulu Highlights	2 hrs.
How Many Native Hawaiians Existed in 1778?	2 hrs.
*Hula Kahiko and Its Traditions	2 hrs.
*Hula Traditions of Molokai	2 hrs.
*The Issue of Hawaiian Sovereignty	2 hrs.
Kalaupapa Before Father Damien	2 hrs.
Kanikapila (Musical interpretation)	2 hrs.
The Kauwa: The Forgotten People	2 hrs.
The Legacy of Writing the Hawaiian Language	2 hrs.
Looking for Real Treasures (Explores archaeologists' interest in the preservation of culture)	2 hrs.
Mo'o Myths	2 hrs.
Mysteries of the Aumakua	2 hrs.
Na Mea Pohaku (Hawaii's geology)	2 hrs.
*Native Plants of Oahu	4 hrs.
Pele and Hi'iaka	2 hrs.
*Place Names and History of Waikiki	2 hrs.

*This course is not being delivered at this time. However, the curriculum is written and the course could be given if there was enough demand.

TOURISM TRAINING COUNCIL

October 1992

Kapiolani Community College, Cont'd

Place Names of Waikiki	2 hrs.
*Plants in the Hawaiian Environment	8 hrs.
Polynesian Voyaging and the Hawaiian Canoe	2 hrs.
*Rainforests of Molokai	2 hrs.
Ruling Chiefs of Oahu	8 hrs.
Seabirds of Kilauea Kauai	2 hrs.
Simply Said (Basic Hawaiian words and place names)	2 hrs.
*Sites of Oahu	2 hrs.
The Style of O. G. Traphagen	2 hrs.
Tales of Kauai Heros	2 hrs.
Tales of Oahu Heros	2 hrs.
Telling the Hawaii Story	2 hrs.
Theatres of Hawaii	2 hrs.
*Up a Hawaiian Stream	2 hrs.
Waikiki: Home of the Monarchs	2 hrs.
*Wetland Birds of Kahuku	2 hrs.

Maui Community College (VITEC)

Interpret Maui (Certificate)	40 hrs.
Interpret Maui: The Ocean	40 hrs.

Department of Education - Community Schools for Adults

Hawaiian Language	20 hrs.
Japanese Language	20 hrs.
Hawaiiana courses (crafts, hula, music)	12 - 20 hrs.

The Kamehameha Schools/Bernice Pauahi Bishop Estate

Hawaiian Culture Lectures (free)	1.5 hours
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WAIAHA Foundation

Hawaiian Values for the Hospitality Industry	40 hrs.
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*This course is not being delivered at this time. However, the curriculum is written and the course could be given if there was enough demand.

TOURISM TRAINING COUNCIL

October 1992

Appendix C
RESOURCES
FOR TOUR GUIDES

- Agard, Keoni K., M. K., Dudley, *A Call for Hawai'ian Sovereignty*, 1990, Nā Kāne O Ka Malo Press.
- Akamine, Kaina, Kwan, *Kupu - He Mau Mo'olelo No Ke Au Hou - Stories for a New Era*, 1988, Harbor Graphics, Honolulu.
- Day, A. Grove, *History Makers of Hawai'i*, 1984, Mutual Publishing of Honolulu.
- DBED, *The State of Hawai'i Data Book - A Statistical Abstract*, annual.
- DOE, *Kupuna Program*.
- Dudley, Michael Kioni, *Man, Gods, and Nature*, 1990, Nā Kāne O Ka Malo Press.
- Dunford, Betty, *The Hawai'ians of Old*, 1980, The Bess Press.
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- Governor's Committee, *Our Cultural Heritage/Hawai'i*, 1973
- Gutmanis, June, *Kahuna La'au Lapa'au*, 1976, Island Heritage Limited.
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- Hartig, E. W., Catherine A. Lee, Mary K. Pukui, *Nānā i Ke Kumu (Look to the Source)*, Vol. I, 1972, Vol. II, 1980, Hui Hanai.
- Holt, John Dominis, *The Art of Featherwork in Old Hawai'i*, 1985, Topgallant Publishing Co., Ltd.
- Hopkins, Jerry, *The Hula*, 1982, APA Productions.
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- Kalakaua, King David, *The Legends and Myths of Hawai'i*, 1888, Charles L. Webster and Co.
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- Lili'uokalani, *Hawai'i's Story*, 1964, Charles E. Tuttle Co., Ltd.
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- McDonald, Marie A., *Ka Lei - The Leis of Hawai'i*, 1978, Topgallant Publishing Co., Ltd.
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- Sterling, E. P., Catherine C. Summers, *Sites of Oahu*, 1978, Bishop Museum Press.
- Summers, Catherine C., *Moloka'i: A Site Survey*, 1971, Bishop Museum Press.
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- Uemoto, Shuzo, *Nana I Na Loea Hula: Look to the Hula Resources*, 1984, Edward Enterprises, Inc.
- Westervelt, William D., *Hawai'ian Legends of Volcanoes*
Hawai'ian Legends of Old Honolulu
Hawai'ian Legends of Ghosts and Ghost-Gods
 1963, Charles E. Tuttle Company, Inc.
- Wong, Helen, Ann Rayson, *Hawai'i's Royal History*, 1987, The Bess Press.
- Wong, Kaupena, Kiyoto Horiuchi, John L. Feiren, *Teacher's Guide - Tour Guide Driver Job*.

Appendix D

WORKSHOP ON PROFESSIONAL STANDARDS FOR HAWAII'S TOUR GUIDES

Co - Sponsors

Hawaii Hotel Association
Hawaii Transportation Association
Hawaii Visitors Bureau
Kapiolani Community College
Oahu Attractions Association
Tourism Training Council
WAIAHA Foundation

Participants

Lori Agenaw	Nani Higashino	Patricia Phillips
Robert Allen	Jan Hiranaka	Nanette Purnell
Jane Bailon	Peggy Hoots	Frances Sanford
Theresa Bill	David Huffman	Gladys Sato
Dorothy Bremner	Penny Johnson	Jon Savitz
Diane Brewbaker	Kellie Kamoto	Brian Shimamura
Michael Carr	Dr. George Kanahele	Nobu Shinohara
Hajime Chiba	Sybil Kyi	Shizuko Song
Dean K. Clemente	Regine Lentz	William Spencer
Reggie DeSilva	Nestor Madamba	June Stark
B.J. Dorman	Rene Mansho	Aaron Su'a
Regina Edwards	Leilani Maquire	Ray Tabata
Dale Evans	Douglas Mattos	Murray Towill
Woody Fern	Susan McClure	Bunny Vasconcellos
Craig Fukuda	Sam Mercado	Lynn Wakata
Chuck Gee	R.A. Meyer	Elaine D. Watai
Jean Geer	Barbara Mills	Winona Whitman
Dean Georgiev	Gladys Naitoh	Warren Wong
Sharane Gomes	Rosie Napihaa	Tina Yamaki
Lisa Hanke	Shannon O'Brien	Jane Yamashiro
Suzan Harada	Sharon Ocalvey	Yoshiko Yamauchi
Bryan Harry	Dawn Okazaki	Gary Yoshinaga
Terry Heckman	Marino Ortega	
Linda Hendrickson	Kaipo H. Paakaula	

Planning Committee

Dorothy Bremner	Tourism Training Council
Diane Brewbaker	Oahu Attractions Association
Regina Edwards	Kapiolani Community College
Sybil Kyi	Tourism Training Council
Barbara Mills	Hawaii Visitors Bureau; WAIAHA Foundation
Jon Savitz	Polynesian Adventure Tours, Inc.
Earl Pa Mai Tenn	Ka-o-Hana Aloha for Tourism
Winona Whitman	Alu Like, Inc.
Tina Yamaki	Hawaii Hotel Association
Jane Yamashiro	University of Hawaii

Resource Teams for Task Groups

Professional Standards Team

Facilitator:	Robert Allen, Project Director UH School of Travel Industry Management
Resource Person:	David Huffman, Consultant
Recorder:	Lori Agenaw, Kapiolani Community College Student

Implementation Team

Facilitator:	Jon Savitz, Vice President, Polynesian Adventure Tours
Resource Person:	Douglas Mattos, Front Services Superintendent, Hilton Hawaiian Village
Recorder:	Nanette Purnell, Kapiolani Community College

Training Team

Facilitators:	Woody Fern, Consultant Suzan Harada, Educational Specialist, Office of Community Services, Kapiolani Community College
Resource Person:	Regina Edwards, Director, Office of Community Services, Kapiolani Community College
Recorder:	Kellie Kamoto, Kapiolani Community College Student